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ABSTRACT

The Basic Trilingual Program at Flushing High School in New York City is described in this report. As implemented in 1980-1981, the program aimed to help 250 Spanish- and Korean-speaking high school students (grades 9 through twelve) to make the transition to English by adopting a comprehensive instructional approach consisting of intensive instruction in English as a second language; native language instruction and bilingual instruction in content areas for the Spanish speaking; and E.S.L. (English as a Second Language) approaches in content areas for Korean-speaking students. The report describes the program setting, objectives, organization, and participants; implementation of instructional and non-instructional program components; and program evaluation. Evaluation results indicate that: (1) both Hispanic and Korean students achieved gains in mastery of English syntax objectives; (2) among Spanish-speaking students, passing rates in mathematics, science, and social studies were generally higher for those taught in bilingual versus those taught in mainstream classes; (3) Koreans tended to have higher passing rates than Spanish speakers; and (4) program attendance was generally better than school-wide attendance. The report also presents the results of a survey of students' attitudes concerning the kind of assistance they would like from the program; problems; factors influential in getting good grades; and participation in various school activities. Recommendations for program improvement are presented. (Author/MJL)

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FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

GRANT NUMBER: G008007073

PROJECT NUMBER: 5001-56-17657

A BASIC TRILINGUAL PROGRAM FOR FLUSHING HIGH SCHOOL 1980-1981

Principal: Mr. James Costaras

Coordinator: Ms. Joyce Thompson

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NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
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The Title VII Trilingual Program
at Flushing High School

Location:	35-01 Union Street Flushing, New York 11354
Year of Funding:	First year of a three year grant
Target Population:	210 Hispanics 44 Koreans
Target Languages:	Spanish, Korean
Principal:	Mr. James Costaras
Project Director:	Ms. Joyce Thompson

I. CONTEXT

THE SCHOOL AND THE COMMUNITY

Flushing High School is located in and serves an area of Queens which has experienced rapid change in recent years. The school itself is located near the "downtown" section of Flushing, and serves the Corona-Jackson Heights area. This is a relatively new area of impact of Hispanic and Asian immigration. According to the 1980 census, the Hispanic population in Queens has doubled in the last decade, and the Corona-Jackson Heights area is the fastest growing Latin American community in New York City. It houses one of the two major concentrations of newly arrived Dominicans, as well as many Central and South American families. In addition, it has experienced an ongoing influx of Oriental families -- Koreans, Chinese, Vietnamese, Japanese, and others. It is considered one of the largest and fastest growing Asian communities in New York.

Historically, the immediate area of the school was primarily one of middle class white families, many of them Jewish. The community has a suburban flavor, with tree-lined and quiet streets. The older homes ranged from relatively humble small frame houses to large, luxurious private Victorian homes surrounded by trees and gardens. Older three- and four-story apartment buildings were built before World War II in the area, and new garden apartments have taken the place of some of the older single-family houses after the war.

In the past ten years, there were signs of deterioration. Houses were neglected and subdivided for rentals; the downtown area was considered depressed. As some families left, the total population of the school began to shrink, and has continued to decline over the 1974/75 - 1980/81 period (see Table 1). In the 1970's, Hispanic migrants began to move into the community, attracted by the easy transportation, space, and trees. Most recently, the area has experienced an intensive immigration of Orientals, and the neighborhood, as well as the downtown section, has changed. While some of the migrants are poor, others have had higher social positions in their countries of origin, and have come with ambition and skills. They have had a decided impact on the area.

The school is near to the concentration of stores and services of "downtown" Flushing, a major intersection of businesses, well served as an important terminal for buses, commuter and subway trains. Along Main Street, many businesses are now owned by Asians and Hispanics, and the area has a noticeably exotic flavor. The influx of businesses has brought new life to the area, and most of the business owners have settled in the community. Their children attend Flushing High School, and the school's population reflects the changing composition of the neighborhood.

The school itself is located on a quiet intersection of tree-lined streets, one block from Northern Boulevard and near Main Street. It is an older, three-story Gothic building built in 1915, with a newer and colorful wing added in 1955 when the building was modernized. Surrounded by lawns and flowering trees, the school has a pleasant and suburban atmosphere. In addition to its immediate resources, the school enjoys those of the community -- the Flushing "Y", which offers an E.S.L. program for Koreans, Queensboro Community College, and historical sites such as the Bowne House.

THE STUDENT POPULATION OF FLUSHING HIGH SCHOOL

An estimated 20 to 30 nationalities are represented in the Flushing community, and in the high school as well. Table 1 presents the changing overall ethnic breakdown of the student population at Flushing since 1974-75.

An increasing number of students are from lower-income families. The percentage of free lunch-eligible students rose from 14.5 in 1976-77 to 21.2 in 1980-81. A total of 24.2 percent were considered "low-income" according to the 1980-81 Poverty Components Listing prepared by the Office of Student Information Services of the New York City Board of Education. While higher than in previous years, however, it is lower than most inner city high schools in New York City.

Table 1. The student population at Flushing High School, 1974-75 through 1980-81.

YEAR	TOTAL REGISTER	ETHNIC COMPOSITION (%) BLACK	ORIENTAL	PUERTO RICAN	OTHER SPANISH	OTHER	PERCENT FREE LUNCH ELIGIBLE	PERCENT GRADUATING
74-75	3215	31.3	1.7	6.5	9.3	51.1	17.9	95.3
76-77	3145	32.9	3.1	7.4	10.9	45.7	14.5	95.1
			ASIAN	HISPANIC		WHITE		
78-79	2741	26.5	5.4	22.2		45.8		
79-80	2505	24.3	7.0	22.5		46.2		
80-81	2425	22.5	8.0	24.6		44.8	21.2	93.5

Sources: New York City Public Schools, School Profiles, 1974-75 and 1976-77; Office of Educational Statistics, Annual School Census, October 1978, 1979, and 1980; Metropolitan Educational Laboratory, 1980-81 Poverty Components Listing.

- The student population at Flushing High School is a complex and integrated one. "White," for example, includes Indians, Italians, Greeks, and Russians as well as native born white students.
- The percentage of "other" and "white" students declined from 51 to almost 45.
- The percentage of Hispanics rose from 17.8 to 24.6. Puerto Ricans were a large proportion, but are now a minority of the Hispanics served (see Table 4).
- The percentage of Asian students rose from 1.7 to 8.0.
- The percentage of black students declined from 31.3 to 22.5.
- Overall, the total register declined from 3215 to 2435, or 24 percent, between 1974-75 and 1980-81.

HOME LANGUAGE OF FLUSHING STUDENTS

According to information supplied in June, 1981 by the project director, students from 13 language backgrounds are represented in the school. These are presented in Table 2.

Table 2. Home languages of students in the school as a whole.

LANGUAGE	NUMBER OF STUDENTS	PERCENT OF TOTAL ENROLLMENT	LEP STUDENTS NUMBER	LEP STUDENTS PERCENT LEP
SPANISH	704	29.0	292	41
KOREAN	70	2.9	37	53
CHINESE	48	2.0	37	77
HINDI	35	1.4	5	14
GREEK	31	1.3	3	10
ITALIAN	27	1.1	3	11
RUSSIAN	20	.8	16	80
ARABIC	15	.6	2	13
VIETNAMESE	13	.5	13	100
HAITIAN CREOLE	7	.3	1	14
TAGALOG	7	.3	3	43
URDU	6	.3	4	67
TURKISH	2	-	2	100

Total school enrollment: 2425
Total LEP: 418
Percent LEP: 17

Source: Program records; Consent Decree/Lau Report, 1980-1981.

- Students from thirteen language backgrounds are reported.
- Most LEP students are Hispanics.
- Asian students comprise the next largest group, including Koreans, Chinese, and Vietnamese.

CHANGES IN THE STUDENT POPULATION

A breakdown of students by ethnic background and grade presents a complex picture. The incoming ninth grade is the smallest numerically of all four grades -- an atypical pattern. Of the ninth graders, over 41 percent are Hispanic (with 24.6 percent of all students being Hispanic), and only 17 percent are white. Five percent are Asian, while 36.6 percent are black American. The proportion of students by ethnicity is quite different in grade twelve: 50 percent of the twelfth graders are white, while 21.8 percent are Hispanic. Almost 18 percent are black, and over ten percent are Asian. Two possibly intersecting explanations may be offered for this pattern: that the composition of the student body is changing over time, and/or students of different backgrounds are experiencing differential dropout rates. Both factors are probably at work and present questions for further attention. Table 3 presents these data.

Table 3. Distribution of the student population at Flushing High School, September 1980, by ethnicity and grade.

Number and Percent:

GRADE	ASIAN	HISPANIC	BLACK	WHITE	TOTAL
9	22 5.2%	167 41.1%	149 36.6%	69 17.1%	407 100%
10	53 7.5%	168 23.8%	119 16.9%	362 51.8%	702 100%
11	59 10.4%	110 19.5%	101 17.9%	295 52.2%	565 100%
12	61 10.3%	129 21.8%	105 17.8%	297 50.1%	592 100%
Spec. Ed.		23 14.4%	72 45.2%	64 40.4%	159 100%
TOTAL	195 8.4%	597 24.6%	546 22.5%	1087 44.5%	2425 100%

- Ninth graders are the smallest group of the four grades served.
- Hispanics constitute the largest percentage of the ninth graders (41.1), followed by blacks (36.6 percent).
- Seventeen percent of the ninth graders are white, and five percent Asian.
- Hispanics constitute about 22 percent of the twelfth graders.
- About half of the twelfth graders are white (including immigrants from India, Italy, Greece, and other countries).
- Ten percent of the seniors are Asians.
- The representation of the various ethnic groups differs with grade, with the percentage of Hispanics and blacks tending to decrease, and that of whites and Asians increasing.

HISTORY OF SERVICES TO LEP STUDENTS AT FLUSHING HIGH SCHOOL

As Tables 1 and 2 indicate, the rising percentages of limited English proficiency (LEP) students, and their heterogeneity, posed an increasing challenge to the staff at Flushing High School. Prior to the inception of the bilingual program, bilingual tax levy classes were offered for Hispanics, and English as a second language (E.S.L.) was offered for all LEP students. Hispanic students could enroll in regular Spanish classes, but no native-language courses directly addressed their strengths and needs. (No courses bridging the gap between E.S.L. and English were offered.)

Perceiving a need for more extensive and coordinated services for LEP students, the assistant principal for supervision of the social studies department and the school's "renewal coordinator" (a social studies teacher whose responsibilities included proposal development under privately funded "Project Renewal"), wrote a proposal to serve these students under Title VII. Although the staff members who developed the proposal have continued in their prior teaching and administrative positions, one serves the project as supervisor of teaching personnel and as the teacher of the civics course taught to Koreans. Both function as staff developers, and have continued to take a strong interest in the program.

II. CHARACTERISTICS OF PROGRAM STUDENTS

The trilingual program serves approximately 250 students in grades nine through twelve. According to student information sheets submitted by the program, 209 students speak Spanish as their first language, and 44 speak Korean. Of the Hispanics, the largest identified group are Dominicans, who constitute about 54 percent of the Hispanics served, and about 44 percent of the program's target population. Table 4 presents the distribution of program students by language and country of birth.

Table 4. Number of trilingual program students by language and country of birth.

LANGUAGE	COUNTRY OF BIRTH	NUMBER	PERCENT
SPANISH		209	83
	DOMINICAN REPUBLIC	112	
	COLOMBIA	19	
	ECUADOR	11	
	EL SALVADOR	4	
	CUBA	3	
	PUERTO RICO	3	
	COSTA RICA	2	
	NICARAGUA	2	
	ARGENTINA	1	
	PERU	1	
	VENEZUELA	1	
	UNITED STATES	6	
	UNKNOWN	44	
KOREAN	KOREA	44	17
TOTAL		253	100

Although data on the country of birth are missing for 44 students, it is clear that most students served are Dominicans, followed by Central Americans (from Colombia, Ecuador, El Salvador, Costa Rica, and Nicaragua). A small number of Cuban, Puerto Rican, South American, and United States-born students are also served. Koreans are the only other language group served by the program in 1980-81, although the number of Chinese and Chinese-speaking students is increasing in the school.

SEX

The overall proportion of female to male students is 56 to 44 percent in the trilingual program, roughly similar to the proportion to be found in the school as a whole. Table 5 presents a breakdown of program students by sex and grade. As the table indicates, there is a tendency for the ratio of females to males to increase with grade level.

Table 5. Number and percentages of program students by sex and grade.

GRADE	MALE N	PERCENT OF GRADE	FEMALE N	PERCENT OF GRADE	TOTAL N	COLUMN TOTAL: PERCENT OF ALL STUDENTS
9	34	46%	40	54%	74	29%
10	36	48%	39	52%	75	30%
11	28	44%	35	56%	63	25%
12	13	33%	26	67%	39	16%
TOTAL	111	44%	140	56%	251	100%

The data in Table 5 suggest that male and female students may be subject to different types of pressures and problems which result in their leaving the program and/or the school at different rates. This is an area for further investigation, as these data do not provide an explanation for the pattern which is observed.

EDUCATIONAL BACKGROUND

The overwhelming majority of the participating program students are immigrants, whose educational histories vary considerably. Of the 142 Hispanic students who responded to a student background questionnaire administered by the Office of Educational Evaluation (O.E.E.), 97 or 68 percent have been in the United States for four years or less. Of the 32 Koreans who responded, 29 have been here no longer than four years. Not all of these students, however, have received all the schooling their grade level would suggest. Some, including some Dominicans, have come from rural areas where the benefits of schooling were not equally available to all children. Others may have suffered interrupted education in the migration process. Yet others, longer-term residents in this country, may have experienced academic failure. While the survey data do not offer explanations, the distribution of program students by age and grade indicates that, for whatever the reason, a large percentage of the students are overage for their grade. Table 6 presents the available data.

Table 6. Number of students by age and grade.

AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
14	2				2
15	25	1			26
16	24	20	1		45
17	11	28	14		53
18	3	15	21	12	51
19	2	3	17	13	40
20		1	2	5	8
21				2	2
TOTAL	67	68	55	37	227

	9	10	11	12	TOTAL
OVERAGE STUDENTS NUMBER	40	47	40	25	152
PERCENT	67%	69%	73%	68%	67%

- Overage students constitute 67 percent of the students reported (incomplete data for date of birth or grade resulted in a smaller number of valid cases).
- The percent of overage students ranges from 67 percent at grade nine to 73 percent at grade eleven.

Flushing students have a range of proficiencies in their native languages and English. The range is greatest among the Hispanics. Some students (the Central and South Americans, as well as some Dominicans) have well-developed skills in Spanish. Other students, particularly the Dominicans of rural origin, are literate in Spanish, but at a level below that of secondary school. A small group are functionally illiterate. The range of ability in the native language is much more restricted for the Koreans, who as a group have strong academic preparation.

In English, the program students function on all levels, from E.S.L. level one to level six.

LANGUAGE USE AT HOME AND IN THE COMMUNITY

The Flushing area is a multi-ethnic and multilinguistic community. English tends to be the language of commerce and social interaction in the area, but various native languages are heard in local shops and restaurants -- including Spanish, Korean, and Chinese. Program students also tend to use their native language at home with parents and relatives. In a survey of student characteristics conducted by O.E.E., more than half of the Koreans reported that they always speak Korean at home. About 40 percent of the Hispanics said that Spanish is always spoken at home. A considerable number of students use both languages at home, although the native language predominates. Most speak both languages with their friends on a daily basis.

III. PROGRAM DESCRIPTION: THE FLUSHING HIGH SCHOOL TRILINGUAL PROGRAM

INTRODUCTION

The Flushing trilingual program offers basic instruction and support services to Hispanic and Korean students of limited English proficiency. The program has been designed to meet the needs of participating students through: a comprehensive approach to the development of English and (for Hispanics) the native language; incorporation into instruction of the history and culture of the United States as well as that of the geographical areas from which participating students come; effective use of the cultural resources available within the wider community; a program of staff and curriculum development; and systematic efforts at parental involvement.

At the end of its first year, considerable staff effort has gone into the institutionalization of the program, which, while still developing, enjoys the support of the school administration and is well integrated within the functioning of the school as a whole. The trilingual program at Flushing High School is notable for the commitment of its staff members, who have put a great deal of energy into the creation of the program. The atmosphere is one of warmth and activity, as well as enthusiasm.

The program has its offices in the newer wing of the school building. The rooms -- a corridor and several rooms opening off it -- are bright and clean but have no windows (having previously been a storage area). The room which is used as the program office is crowded with desks and materials, as the resource room is still being organized. As room in the office itself is limited, students may gather or sit in the hall outside, which acts as a foyer to the office. The hall is bright, decorated with posters and student art of very good quality, products of the studio art classes.

PROGRAM OBJECTIVES

The program has proposed objectives in the areas of student growth, staff development, and parental involvement. Objectives have been set for students in the academic and affective domains, as follows:

1. Program students will increase their knowledge of English language skills and reading ability in English.

2. Hispanic students will increase their knowledge of the Spanish language.

3. Participating students will demonstrate growth in their achievement in the content areas of mathematics, science, and social studies.

4. Participating students will show more positive attitudes towards themselves, towards school (in general), and towards cultural enrichment activities in school.

5. Students will be better prepared to cope with everyday life in the United States, and will socialize more with other Flushing High School students.

6. Fewer students will experience excessive absences or disciplinary problems.

The program proposes to increase the professional skills of trilingual program staff members as a goal instrumental to increased student achievement in the content areas.

In support of instruction, curricula will be developed in native language arts, social studies, and English, as well as various practical arts/language arts courses.

Parental involvement in the program will be developed and demonstrated through increased contacts with students' families and membership in the advisory council.

PROGRAM PHILOSOPHY

The program's philosophy is a transitional one, aiming to encourage the cognitive and social development of participating program students while introducing them to English and to American culture. This philosophy is strongly supported by the school administration and program staff members. The program stresses and gives value to the heterogeneous backgrounds and experiences of the students, while offering intensive English-language development. Content-area classes are offered to bridge the transition to English by using bilingual approaches (for the Hispanics) and an E.S.L. approach for students of Korean and other linguistic backgrounds. Differences in the instructional programs offered to Hispanics and Koreans are a function of the differences in the size of the two populations, and the difficulty of funding full bilingual staffing for the smaller language groups. Native-language materials, materials with an E.S.L. approach, and materials reflective of the students' backgrounds are featured in content-area courses. As soon as they are able, or when they complete the program sequence, students are encouraged to take advantage of the wide variety of mainstream classes available at Flushing, some of which are planned for linguistic minority students and utilize an E.S.L. approach to facilitate their participation in instruction.

PROGRAM ORGANIZATION

The trilingual program functions as a unit within Flushing High School. The Title VII staff includes the project director, the bilingual guidance counselor, the resource teacher, and the educational assistants. A secretary was not hired because a qualified candidate was not available when the funds were received. As a result, an additional educational assistant

was hired with the salary accruals, increasing the number of assistants from four in the fall to five in the spring term.

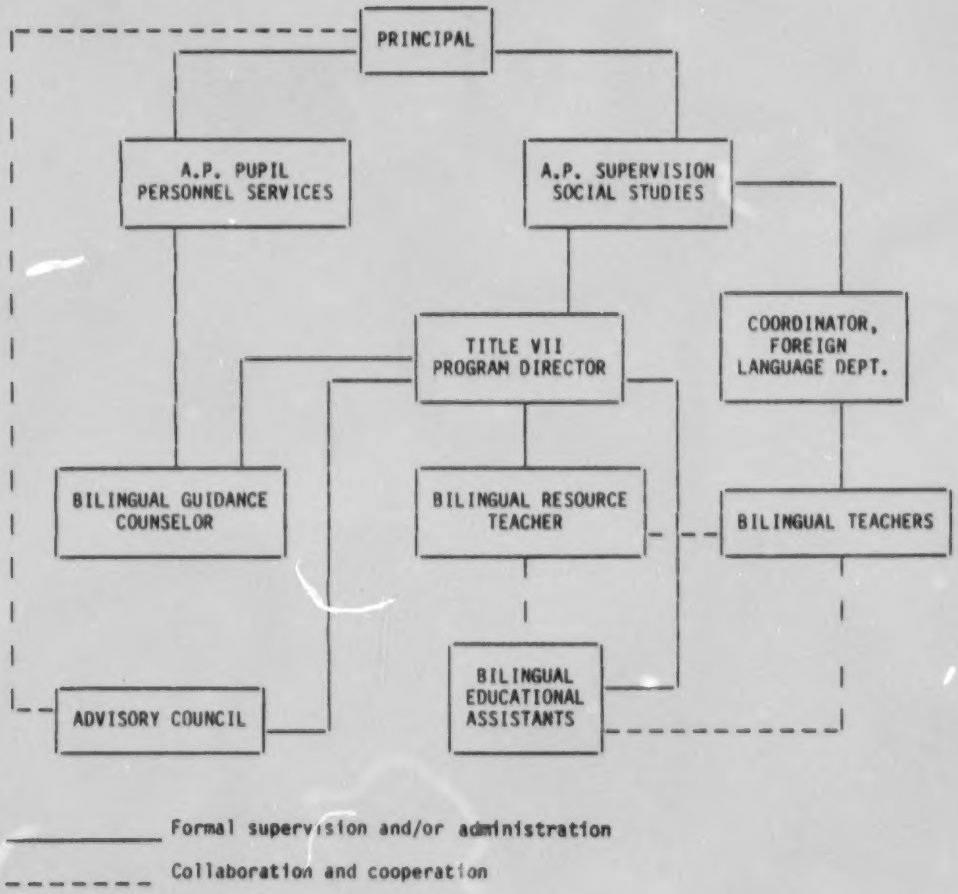
The project director has administrative responsibility for the functioning of the program, and meets directly with the principal and other heads of departments to facilitate the implementation of the program. The resource teacher, bilingual guidance counselor, and educational assistants report to the project director for administrative matters. Supervisory responsibility for the bilingual guidance counselor rests with the assistant principal for pupil personnel services, as the project director is not a licensed supervisor (she is completing her coursework towards certification).

Alongside the department of foreign languages, the trilingual program falls under the assistant principal for social studies, who has supervisory responsibility for the trilingual program, the foreign language department, and E.S.L. The project director's relationship with the coordinator of the foreign language department is one of collaboration and cooperation, important to the implementation of the program because the bilingual subject-area teachers are located within the foreign language department. Supervision of the bilingual teachers is the responsibility of the assistant principal for supervision of the social studies department (see above), as the coordinator of the foreign language department is not licensed in administration and supervision. The Title VII project director generally accompanies supervisory personnel during teacher evaluations, as she contributes her knowledge of the students' native languages and cultures, as well as her understanding of the issues and methods of bilingual education. The fact that subject-area teachers fall as a group within the foreign language

department facilitates the coordination of services to bilingual students, maximizing the effective use of personnel and program resources. At the same time, this organization tends to separate the teachers from contact with the various subject-area departments of the school. To overcome this potential lack of communication, the project director and the bilingual teachers coordinate activities with the subject-area departments on an informal basis, as needed.

Relationships between the Title VII staff, the school administration, and the heads of other departments are positive and collaborative. Weekly "articulation meetings" are held, in addition to the monthly meetings of the foreign language department which are attended by the principal, assistant principal for social studies, the foreign language coordinator, and Title VII staff members (see below), to facilitate the implementation of the program within the structure of the school. Chart 1 depicts the program organization in graphic form.

Chart 1. The organization of the trilingual program at Flushing High School.



PROGRAM IMPLEMENTATION

During the fall of 1980, the bilingual guidance counselor, resource teacher, and four paraprofessionals were identified and hired. Under the supervision of the project director and the resource teacher, efforts were made to identify appropriate curricula and materials and books were purchased. The resource teacher was responsible for the establishment of the resource center. He worked with the educational assistants to individualize instruction and/or provide supplementary assistance for small groups of participating students. A system of evaluation and remediation records, as well as daily communication with teachers, was instituted through a resource center log kept on a daily basis. Special worksheets were designed for student use. In the fall term, tutoring services were established for Hispanics and Koreans on a pull-out basis, in coordination with the students' teachers. Modifications of the tutoring program were made in the spring term.

A parents' committee was established a month after the funding was received, and met on an ongoing basis during the year. By December, plans for a staff training component had been developed, and the training was implemented during the spring term of 1981.

All of the above-mentioned activities are described in detail in the sections of the project description which follow.

Program Administration

Given the "newness" of the project and the dispersion of teachers in the departments, the project director spent considerable energy in coordinating new activities, planning, and disseminating information and services to participating teachers and their departments. Through personal contact and memoranda, she informed classroom teachers on the availability, schedules, and functions of

the educational assistants; the availability of new books and materials; requests for books, materials, and supplies; the availability of duplication and telephone services. Scheduling of paraprofessionals, testing, and data collection were all coordinated by memorandum. For example, the project director provided the opportunity for Flushing High School staff members to suggest new courses to be developed under the Title VII program. One, an E.S.L. music course, will be implemented in 1981-82.

In addition to her relationships with the participating bilingual teachers and their supervisors, the project director worked with the school librarian to organize a bilingual section of the school library, for students to use in and outside of class (see section on curriculum and materials development). Teachers often came to speak with the project director informally. Cooperative relationships between project staff and bilingual teachers contributed directly to the implementation of the project in this type of organizational structure.

Articulation Meetings

Meetings were held on a weekly basis, at the beginning of the fall term, and thereafter were held every month. Organized by the principal, the articulation meetings were designed to discuss program issues and facilitate the planning, implementation, and coordination of the trilingual program. As collaboration between departments was required, the meetings were the means by which the assistant principals for social studies and guidance, Title VII staff, the head of the foreign language department, and the principal could meet to discuss common concerns and plan activities. The agendas for

the meetings were drawn up by the Title VII staff and then presented to the supervisors of the various departments whose staff members were involved in the implementation of the project. The Title VII staff members felt that these meetings were extremely important in enabling the program to develop by encouraging communication between those providing services to students in the program.

PROGRAM FUNDING AND STAFFING

The Title VII staff consists of the project director, the bilingual guidance counselor, the resource specialist, and five educational associates. The project director has responsibility for the management of the program on a day-to-day basis, including fiscal management, coordination of activities (curriculum development, staff development, counseling and support services, paraprofessional activities, parental involvement), and articulation with bilingual teachers in the various subject-area departments of the school. She is bilingual and is currently completing her certification in administration and supervision. Supervisory responsibility over the bilingual teaching staff rests with the assistant principal for supervision of the social studies department, as has been previously indicated.

The guidance counselor is a native speaker of Spanish, and offers counseling, programming, and other support services to program students. The bilingual resource teacher is responsible for materials development and acquisitions, as well as testing and evaluation data collection. He acts as assistant to the project director in many ways, as needed. He is responsible for the creation of the resource center, and for directing the activities of the educational assistants there.

The Title VII educational assistants support instruction in the content areas and E.S.L. classes, and are native speakers of either Spanish or Korean. They work in classes and with groups of students in the resource center, where they provide small group instruction and tutoring. They also provide assistance in translating materials, speaking with parents, correcting exams and papers, and other activities. The Korean educational assistant was highly qualified in her native country, and has played a vital role in providing services to these students. She is the only Korean staff member, as the small numbers of Koreans did not permit the hiring of full-time teaching staff for them in 1980-81. In addition to assisting in the civics classes, she has translated a textbook and materials into Korean, and has worked regularly with the school librarian cataloging materials, and assists the bilingual guidance counselor on a weekly basis, translating for students who are receiving counseling and advising services. She assists students as tutor and translator, and communicates with parents as needed. Her contribution to the program has been substantial.

Funding of Instruction

Services to bilingual students at Flushing are supported by tax levy, P.S.E.N., Tile VII, and module 5B funds. Table 7 presents the staff members who provide instructional services to participating students.

Table 7. Funding of the instructional component of the trilingual program.

Services to Hispanics.*

SUBJECT	FUNDING SOURCE(S)	NUMBER OF PERSONNEL: TEACHERS	ED. ASSISTANTS
E.S.L.	P.S.E.N., Tax levy	2.2	
Reading (English)	P.S.E.N., Tax levy	.6	
Native Language	Tax levy	1.2	5.0 **
Math	Tax levy	.6	
Social Studies	Tax levy	.6	
Science	Tax levy	.6	

* Where one class = .2 of a full-time position.

** In the spring term, five Hispanic educational assistants provided services to staff across all the content areas, E.S.L., and writing laboratory classes. They were paid by Title VII.

Instructional services for Koreans. Korean students participated in civics and cultural values classes, taught for three periods by one social studies teacher (.6). The students also participated in a range of other mainstream classes, including writing laboratory, E.S.L., mathematics, science, and others. The Koreans receive the full-time services of a Title VII educational assistant, as was indicated above. She assisted the teachers who provided the civics, cultural values, and writing lab courses.

Funding of Non-Instructional Services

Non-instructional services are provided to Hispanics and Koreans, primarily funded by Title VII. Table 8 presents the staff members providing these services.

Table 8. Funding of the non-instructional components of the trilingual program.

	FUNDING SOURCE	PERSONNEL
Administration and Supervision	Tax levy Title VII	Principal, A.P. Supervision Project director
Curriculum Development	Title VII	Resource teacher 6 teachers (per session, after school and summer)
Supportive Services	Title VII	Bilingual guidance counselor
Staff Development	Title VII	2 teacher trainers (after school, per session)
Parental and Community Involvement	Title VII	Project director

Staff Characteristics

As the Flushing trilingual program is a new one, staff members have been recruited from outside the school, or have been given new assignments (if they were teachers within the foreign languages/ E.S.L./ bilingual department). As a result, the program has some participating staff members with lengthy experience in or outside of bilingual programs; others are new teachers or are new to the field of bilingual education. Yet others have had extensive teaching experience in one area, but are now working in a different one.

Table 9 presents professional background information about the professional and paraprofessional staff members serving program students. As may be seen, several staff members are relatively new to teaching.

The project director and five of the participating teachers have extensive prior experience, much of it in bilingual classes. Several staff members are working outside the areas in which they were licensed, although all are experienced teachers. Having staff members with varying backgrounds and experiences is a challenge recognized by the project and school administrators, and a program of staff development activities was begun in the winter of 1980-81 (see section on staff development).

Table 9. Staff characteristics: professional and paraprofessional staffs.

FUNCTION(S)	PERCENT OF TIME SPENT IN EACH FUNCTION	DATE APPT'D TO EACH FUNCTION	EDUCATION (DEGREES)	CERTIFICATION	LICENSE(S) HELD	YEARS OF EXPERIENCE (MONOLINGUAL)	YEARS OF EXPERIENCE (BILINGUAL)	YEARS OF EXPERIENCE (E.S.L.)
Project Director	100	10/80	B.A. - Spanish M.A. - Spanish Prov. Cert. N.Y.S. Supr. and Admin.	N.Y.C. N.Y.S.	Spanish - Req. O.H.S.		15 yrs.	2 yrs.
Resource Teacher	100	10/80	B.A. - Pol. Sci./ Ed. & 6 grad. credits	N.Y.C. N.Y.S.	Bilingual Soc. Stud.		1 yr.	1 yr.
Bilingual Guidance Counselor	100	10/80	B.A. - Biology M.A. - Counseling	N.Y.C. N.Y.S.-guidance	Bilingual Science & Bio Req. Biology and G.S.	3 yrs.	5 yrs.	1 term
E.S.L. Teacher	100	2/81	B.A. - History M.A. - History/Ed.	N.Y.S.- S.S.	Soc. Stud. O.H.S.	7 yrs.		2 yrs.
E.S.L. Teacher	100	2/81	B.A. - English Lit.	N.Y.S. - Eng.	English	1 yr.		1 yr.
Bilingual Math Teacher	60	9/78	B.A., M.A. - Spanish	N.Y.S. - Sp.	Spanish Ancillary - Math	11 yrs.	5 yrs.	6 yrs.
Bilingual Social Studies Teacher	60	9/78	B.A., M.A. - French	N.Y.S. - Sp. E.S.L.	Spanish, French Ancillary Soc. Stud.	11 yrs.	8 yrs.	8 yrs.
Native Language Arts Teacher	40	2/81	B.A. - Spanish	N.Y.S. - Sp.	Spa. O.H.S.	2 yrs. sub.	2 yrs. sub.	
Native Language Arts Teacher	40	2/81	B.A. - Span. & French M.S. - Ed. - Spanish	N.Y.S. - Fr. N.Y.C. - Spa.	Spa. O.H.S. Fren. O.H.S.	4 yrs.		
Native Language Arts Teacher	40	9/75	B.A., M.A. - Spanish	N.Y.S. - Sp.	Spa. O.H.S. Bil. S.S.	20 yrs.	6 yrs.	2 yrs.
Bilingual Science Teacher E.S.L. Teacher	60 40	9/80	B.S. Spanish/Ed. M.S. Bilingual Ed.	N.Y.C.	Spa. O.H.S.	2 yrs.	1 yr.	1 yr.
Civics for New Americans	40	2/81	B.S., M.A.	N.Y.S. Principal	Soc. Stud. A/P N.Y.C.	23 yrs.	1 yr.	7 yrs.
Writing Lab Teacher	100	9/80	B.A. English M.L.S.	N.Y.S. English	Eng. O.H.S.	4 yrs.		
Bilingual Math Teacher	20	2/81	B.A. Spanish & 60 grad. credits	N.Y.C. N.Y.S. Spanish	Spa. O.H.S.	25 yrs.	5 yrs.	
Paraprofessional (1)	100	10/80	A.A.; B.S. expected 6/81			3 yrs. Dominican Republic	4 yrs.	
Paraprofessional (2)	100	9/80	9 credits				1 yr.	
Paraprofessional (3)	100	2/81	B.A. Pedagogy 180 credits			1 yr. - Korea 1 yr. - Korean school in U.S.	1/2 yr.	
Paraprofessional (4)	100	9/80	30 credits				3 yrs.	

INTAKE, PLACEMENT PROCEDURES, AND PROGRAMMING

Student Intake Procedures and Placement

Students may come to the program as new immigrants, from a feeder junior high school, or another high school. Students entering from one of the three feeder junior high schools usually are interviewed and tested in both English and their native language prior to entering Flushing. The Flushing staff members visit the feeder schools, disseminate information about the program to potential students, interview, and test the students to facilitate placement.

Regardless of how they come to Flushing, students of other-than-English language backgrounds who have not been previously assessed are given an intake interview and are tested upon their arrival. Students are identified as eligible for the program on the basis of their family language background, achievement in English and (when possible) in their native language. Incoming students are tested with the Language Assessment Battery (LAB). Hispanics who score at or below the twenty-first percentile, and who score higher on the Spanish LAB than on the English, are eligibile for the program, as are Koreans who score at or below the twenty-first percentile in English.

Students of other-than-English backgrounds who score above the twenty-first percentile may also be eligible for assistance if they score two years or more below grade level on a standardized test of English.

Following an intake interview, incoming Hispanic students are given the LAB and a short instrument developed by the program to test each student's proficiency in listening, speaking, reading, and writing Spanish. An in-house E.S.L. test is also used to facilitate placement for all new

students. In addition to these assessments, each incoming student is interviewed by a counselor, his/her records are reviewed, and a program is developed. Programs for Hispanics consider the student's level of proficiency in both English and Spanish, as instruction is provided in both. English ability is the primary consideration in developing schedules for the Koreans.

Grouping

Students are grouped for instruction by ability level in E.S.L., mathematics, and Spanish. Koreans are grouped by E.S.L. level. Specific courses are offered for them (civics for new Americans and cultural values) to ease their transition into mainstream classes.

Each student's program is designed to lead to greater exposure to English over time, with the intention that a student who entered in the ninth grade will be mainstreamed by the twelfth. In the bilingual social studies sequence, the program has designed an instructional approach using increasing amounts of reading in English to accompany bilingual instruction. Discussions are being held as to the possibility of creating "transitional" social studies and science classes for students who cannot function adequately in the mainstream classes because of linguistic difficulties. Two transitional level classes are also being developed for students who have completed the E.S.L. sequence.

Transition

As indicated, all students' programs are designed to lead to transition to mainstream classes, and for some students -- especially the Koreans --

exposure to instruction in English may come quickly (see Student Programs, below). For the Hispanics, the decision to mainstream a student is based upon performance on the LAB (above the twenty-first percentile), followed by an interview with parents, who are consulted about the student's program.

Student Programs

Students' programming is fairly uniform at intake: most new entrants take two periods of E.S.L. every day for the first one to two years. Hispanics take a period of native language arts daily, math or science, and social studies. Electives are commonly taken after the tenth grade, and there is considerable flexibility in the choice of courses, many of which are mainstream courses taught with a language arts or E.S.L. approach. Due to staffing limitations, the range of courses offered specifically for the Korean students is limited. Incoming Koreans are placed in E.S.L. classes and the special civics for new Americans and cultural values courses, in which the Korean paraprofessional assists the teacher (who does not speak Korean). New students of other backgrounds may also be placed in these classes. Other content areas are taken in the mainstream, but students may come to the program staff for tutoring and advice as needed.

Those Hispanic students who are two years below grade level (although not below the twenty-first percentile on the LAB) will be placed in the native language sequence, which spans levels from basic to advanced placement. Both Hispanic and Korean students in this low-scoring group will be assesed, given paraprofessional support and labs -- "whatever they need," according to the project director. Most students in this group took one or more special English labs (reading, writing); some took a math

lab. Hispanics took a native language course as well. About 50 Hispanic students fell into this mostly mainstreamed category in 1980-81.

The preceding discussion has given some indication of the nature of students' programs. Sample programs indicate that a Hispanic ninth grader may take two periods of E.S.L., one of Spanish, bilingual science, math, and social studies, plus physical education, as follows:

STUDENT SCHEDULE - TERM BEGINNING 2/02/81 Hispanic Student - Ninth Grader			
PER	CODE	TITLE	DAYS
1	LQ81	E.S.L. 1	MTWRF
2	LQ81	E.S.L. 1	MTWRF
3	LA12	Bilingual Business Arithmetic 2	MTWRF
4	LG12	Bilingual General Science 2	MTWRF
5	ZF11	Lunch	MTWRF
6	LW12	Bilingual World History 2	MTWRF
7	LS24	Basic Spanish 1	MTWRF
8	JP11	P.E. Boys	MTWRF
9	ZR18	II-Train	MTWRF

A Korean ninth grader, on the other hand, will have a different program. He or she will have two periods of E.S.L., but the only bilingual program class in this student's program is the civics for new Americans course. This student also is scheduled for mainstream math, a basic skills course in English, a fine arts (language arts) course, and physical education.

STUDENT SCHEDULE - TERM BEGINNING 2/02/81

Korean Student - Ninth Grader

PER	CODE	TITLE	DAYS
1	MA11	9th year Math I	MTWRF
2	FZ11	Fine Art I	MTWRF
3	JP11	P.E. Boys	MTWRF
4	HV11	Civics New Americans	MTWRF
5	BA32	Basic Skills	MTWRF
6	ZE11	Lunch	MTWRF
7	LQ83	E.S.L. 3	MTWRF
8	LQ83	E.S.L. 3	MTWRF
9	ZZ18	*	MTWRF

This program focuses heavily on English-language development. To support achievement in the content areas, the bilingual program scheduled tutoring services in the resource center with the Korean paraprofessional in science, social studies, English, and English writing. The tutoring was initially planned as a pull-out program, but students were reluctant to leave class. In response, the tutoring was offered after school, with better attendance.

If they need the support, students at all levels receive multiple periods of E.S.L. and bilingual classes (as available). If they have had prior instruction in E.S.L., twelfth-grade students may have Regents Competency Prep (R.C.T.) or other English labs, as well as other mainstream classes offered in English. Sample programs follow:

STUDENT SCHEDULE - TERM BEGINNING 2/02/81 Hispanic Student - Twelfth Grader			
PER	CODE	TITLE	DAYS
1	EE38	English 8C	MTWRF
2	LS18	Spanish 8	MTWRF
3	AP11	Off Mach 1	MTWRF
4	ZE11	Lunch	MTWRF
5	MR35	R.C.T. Prep	MTWRF
6	KW11	Woodwork	MTWRF
7	JP11	P.E. Boys	MTWRF
8	FZ11	Fine Art 1	MTWRF
9	ZR18	II - Train	MTWRF

STUDENT SCHEDULE - TERM BEGINNING 2/02/81 Korean Student - Twelfth Grader			
PER	CODE	TITLE	DAYS
1	HW12	World History 2	MTWRF
2	GP11	P.E. Girls	MTWRF
3	FE11	Studio E	MTWRF
4	MT12	12th yr. Math 2	MTWRF
5	ZE11	Lunch	MTWRF
6	EE38	English 8C	MTWRF
7	ER43	Power Reading	MTWRF
8		Service	MTWRF

Bilingual students, especially in the upper grades, may take a variety of English "labs" and classes -- R.C.T. prep, "power reading," and writing lab, to mention a few. They participate in a range of the many electives and practical arts courses offered at Flushing High School.

INSTRUCTIONAL OFFERINGS

The following tables present the E.S.L./English, bilingual, and mainstream classes in which program students participated in the spring of 1981.

English as a Second Language

English as a second language was offered on six levels in 1980-1981. English 7 and 8T (transitional) classes are planned for students who need to further develop their reading and writing skills in English after having completed the E.S.L. sequence. Table 10 presents the E.S.L. classes offered in spring, 1981.

Table 10. Instruction in English as a second language.

COURSE	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	CLASS PERIODS PER WEEK	CURRICULUM OR MATERIALS IN USE
E.S.L. 1	1	30	10	LADO - Bk 1; workbooks, CREST objectives, N.Y.C. Curriculum
E.S.L. 2	1	30	10	LADO, book 2 "
E.S.L. 3	1	30	10	LADO, book 3 "
E.S.L. 4	2	30	10	LADO, book 4 "
E.S.L. 5	1	30	5 *	LADO, book 5 "
E.S.L. 6	1	25	5 *	LADO, book 6 "

* These classes are accompanied by a writing lab.
The bilingual paraprofessionals assisted in E.S.L. classes.

English Classes

Students who are at the advanced level of E.S.L. or beyond may take mainstream English classes. These meet five periods per week and are designed to meet specific student needs. They include the following:

Table 11. English courses taken by bilingual program students spring, 1981.

COURSE	DESCRIPTION	NUMBER OF PROGRAM STUDENTS ENROLLED
Power Writing	Course for the student who needs extra help with writing	
Word Power	Course in vocabulary building	29
Reading Labs (A and B)	For students who have not achieved a score of 8.0 on a standardized test. Given in addition to the student's regular English class.	49

Some program students, particularly twelfth graders were also enrolled in "regular" English classes, such as English "8C".

Instruction in the Native Language

All Hispanic students may take the courses in Spanish for native speakers, which have been developed under the Title VII program. During the 1980-81 year, native-language courses for Hispanics were offered on three levels. (A four term sequence of basic literacy skills for functionally illiterate students, was planned but not given, as the number of students eligible for such a course was small. The few students requiring such help were tutored by the staff.) The program has planned to expand the

number of classes in Spanish to ten terms. During 1980-81, Spanish was offered on three levels -- basic, intermediate, and advanced. There were two classes offered on each level, and classes met for five instructional periods per week. The average class size for all classes was 30 students. Table 12 indicates the native-language classes offered in 1980-81.

Because of staffing limitations, native language arts for Korean students are incorporated into the class and homework assignments which they receive in the civics for new Americans class. Language arts are to be emphasized, as they are for Hispanics, in any new English-language courses which are designed for the Koreans. Plans have been made to provide formal native-language instruction for Koreans, but this will be contingent upon the numbers of eligible students to be served in coming years.

Bilingual Instruction in Content Areas

The program offers a number of courses which are offered in Spanish, and several which are taught in English utilizing a language arts approach, to broaden the range of educational options available to program students. Table 13 presents the bilingual courses offered to Korean and Hispanic students in 1981. All the courses listed meet for five periods per week. The average register for all classes was 30 students. All courses are required for graduation, and carry graduation credit. All materials in use are judged by the program staff to be appropriate to the students' reading level.

Table 12. Levels of Spanish instruction offered to native speakers, spring 1981.

COURSE	DESCRIPTION	CURRICULUM OR MATERIALS IN USE
Basic Spanish	Acquisition of basic reading and writing skills; vocabulary development.	Ortografia 7; Ortografia 8; Espanol Activo; Title I curriculum (Quintanilla); Aventuras en la Ciudad; Puntos Criticos; New York State curriculum.
Intermediate Spanish	Skills development in reading, writing, and vocabulary.	Ortografia Revisada; Perspectivas; Lecturas Para Hoy; New York State curriculum, Espanol Activo; Mejora Tu Espanol.
Advanced Spanish	Classical Spanish and New World literature	Galeria Hispanica; Ocho Siglos de Cuentos y Narraciones de Espana; New York State curriculum.

Table 13. Bilingual instruction in the content areas.

COURSE TITLE	NUMBER OF CLASSES	LANGUAGE(S) OF INSTRUCTION	USED FOR WHAT PERCENT OF CLASS TIME?	PERCENT OF MATERIALS IN NATIVE LANGUAGE?	DO MATERIALS CORRESPOND TO MAINSTREAM CURRICULUM?	COMMENTS
Civics for New Americans (1)	2	Spanish	100% (2)	100%	No	Spanish texts are used.
Civics for New Americans	2	English	100%	50% in Korean	No	E.S.L. texts are used.
Bilingual World History	1	Spanish	100% (2)	90%	Yes	Uses supplementary materials with an E.S.L. approach also
Bilingual Economics	1	Spanish	100%	100%	Yes	
Bilingual Geography	2	Spanish	100%	100%	Yes	
Bilingual American History (3)	2	Spanish	100%	100%	Yes	Texts are all in Spanish
Bilingual Fundamental Math	1	Spanish	100%	100%	Yes	
Bilingual Algebra	1	Spanish	100%	50%	Yes	Suitable material not always available in Spanish
Bilingual Pre-Algebra	1	Spanish	100%	50%	Yes	(Same as above)
Bilingual General Science	2	Spanish	85%	100%	Yes	
Bilingual Biology	1	Spanish	85%	100%	Yes	

NOTES: (1) Dovetails with geography

(2) Language use in these and the following classes varies with the teacher. Actual patterns observed varied considerably from the 100 percent figure (see discussion).

(3) Given alternate terms with economics.

In 1980-81, students were programmed for the civics course, a one-term required course for ninth graders and newcomers. A basic introduction to American society, it describes United States political and economic institutions, as well as various aspects of American culture. The course is given in Spanish for Hispanics, and in English for Korean and other LEP students. The latter class is taught by a highly experienced monolingual English-speaking teacher, who is assisted by the Korean paraprofessional.

The evaluator visited the English language class, which met in the new bilingual section of the library. Students worked primarily in English, with materials using a language arts approach. They worked on projects singly and in groups, and spoke with the paraprofessional as she circulated among them. She indicated that she worked with them both individually and in groups, sometimes taking the whole class to to explain a concept. While classwork is generally conducted in English, homework may be done in Korean. Checking the homework is one of the paraprofessional's responsibilities.

Both the project director and the teacher she was assisting praise the paraprofessional highly. Her rapport with the students of varied backgrounds was visible. In addition to the support she provides for the classroom by translating concepts, correcting work, and providing instruction, she had translated a whole civics textbook into Korean for use in the course.

During instruction, the teacher addressed the students in English, and they responded in English as well. Korean students tended to use Korean when speaking to the paraprofessional and to each other.

Students of other language groups (naturally) used English to communicate. The paraprofessional generally used the native language when speaking with Koreans, and English when assisting other students.

The course, for recent immigrants, relies heavily on the paraprofessional's help, peer tutoring, and intensive remedial assistance by peers and paraprofessionals.

Students in the class observed were preparing a guide to New York in the summer, a project they could use after school ended. They were working singly and in groups, mostly using magazines written in English, and guides to New York written with an E.S.L. approach. The students appeared highly motivated, working intensely. Some had considerable difficulty in speaking English. They were frequently assisted by the paraprofessional and other students.

Following the civics and cultural values courses, students are programmed for one term of world geography. In following grades, students receive two terms of world history, two terms of American history, and economics. A new course, human needs, is planned to offer seniors an introduction to psychology and sociology. Units reflective of the students' backgrounds are incorporated into the geography and world history courses.

Hispanic students may take bilingual math fundamentals, pre-algebra, and algebra classes. Two terms of general science and biology are also taught bilingually for program students.

While Hispanic students may take the above-mentioned courses in their native language, Koreans and other students must, because of staffing limitations, take their content-area classes in the mainstream. This usually occurs in the students' second year at Flushing (the first year focussing on English, mathematics, and the civics/cultural values sequence).

The evaluator observed several classes which were taught bilingually to Hispanic students. Language use in the geography class was flexible. Students were using a textbook written in English with an E.S.L. approach. The teacher conducted the class about 70 percent of the time in English. Students generally responded to the teacher in whatever language they were questioned. Some, however, did not follow the English readily, and either responded or asked further questions in Spanish. On the whole, students used English to participate in class about half of the time. The project director noted that teachers have flexibility in their use of language for instruction, and that language use may parallel the language in which the texts and materials are written.

In the biology class which was observed, the teacher followed a policy of bilingual instruction. Classroom materials and questions were presented in Spanish, and students responded in Spanish. The class used a book written in English and discussions involving reactions to or responses from the book were in English. Information on the board was presented in both languages. The teacher tended to use Spanish around 50 to 60 percent of the time, while students used their native language somewhat more (around 70 percent of the time). A paraprofessional assisted in the classroom, circulating among the students. Interactions between her and the students were almost always in Spanish. Among themselves, the students generally used Spanish as well.

While both languages were used at times for discussion, code switching did not occur within sentences. Rather, the native language was used to develop ideas and clarify questions. The students participated actively and appeared to feel considerable rapport with the teacher,

who kept discussions lively. Outside the classroom, she has shown an active interest in the students, taking them on trips during the year.

Practical Arts and Language Arts

To maximize the selection of courses and experiences offered to limited English proficient students, the program implemented a series of courses which incorporated specific English skills-building activities into the curriculum of the content area being taught. The courses provided "guided linkage" between the American culture and the cultures of participating students.

The Title VII staff worked with the subject-area supervisors and teachers to develop model curricula, lesson plans, and resource materials. The bilingual staff provided participating mainstream teachers with information and orientation about the native cultures of the program students, to create a more effective classroom environment for them. The courses given included the following practical arts courses: typing and language arts, choral singing and language arts, fine arts (calligraphy and mural design) and language arts, and international foods (cooking) and language arts.

Bilingual Students in Mainstream Classes

Because their small numbers prohibit the organizing of bilingual subject-area classes, Korean students take most of their academic subjects in the mainstream. Numbers of Hispanic students, particularly eleventh and twelfth graders, also take mainstream classes. They are enrolled in the many academic subjects offered, including sociology, psychology,

criminology, and physics. In addition, the bilingual students participate in many of the varied and rich electives available at Flushing High School. All the mainstream classes meet five periods per week. Table 14 presents a list of those mainstream classes in which bilingual students participated in the spring of 1981.

As Table 14 shows, the program students at Flushing have available to them, and participated in, a wide range of required and elective mainstream courses. Their performance in these courses is reported in the findings section.

Table 14. Mainstream classes in which program students are enrolled (spring, 1981).

SUBJECT	NUMBER OF STUDENTS ENROLLED	SUBJECT	NUMBER OF STUDENTS ENROLLED	SUBJECT	NUMBER OF STUDENTS ENROLLED
General Math I	2	Liberal Arts Math	4	Typing	16
General Math II	3	General Math	1	Stenography	2
General Math III	1	Astronomy	4	Accounting	5
Business Math	10	General Psychology	2	Business Skills	3
Algebra I	1	Child Psychology	1	Commercial Record Keeping	5
Algebra II	4	Life Science	3	Office Machines	3
Algebra III	1	Basic Skills of Science	4	Computer Programming	1
Int. Algebra I	1	Am. Hist. I, Academic	4	Photography	3
Int. Algebra II	4	Am. Hist. I, General	10	Music	8
Geometry I	3	World Hist. I, Academic	1	Fine Arts	10
Geometry II	6	World Hist. II, General	1	Cuisine	2
Geometry III	1	World Geogr. I, General	4	Elementary Band	1
Adv. Algebra	7	Economics, Academic	4	Percussion	1
Biology I	1	Economics, General	4	Guitar	7
Biology II	4	Consumer Economics	3	Baking	2
Biology, General	4	American Studies	1	Mixed Chorus	2
General Science II	4	Leadership	1	Girls' Chorus	3
Gen. Science, Gen.	1	Revolution and Violence	7	Piano	2
Chemistry	8	Sociology	1	Studio E	4
Earth Science	3	Practical Law	1	Spanish Conversation	1
Physics	4	Criminology	3	French	1
Medical Lab	1	Individual Living	2	Cartooning	2
Adv. Placement Math	4	Wood Shop	3	Metal Shop	3
		Drafting	1	Auto Shop	1

THE RESOURCE CENTER

A former storeroom is being developed as a resource center for students and staff members. The resource center was established in October under the supervision of the resource teacher who worked closely with the educational associates to individualize instruction and/or provide supplementary assistance for students in small groups. A system of evaluation and remediation records was established. Daily communication with teachers in subject-area classes was instituted, and worksheets were designed for student use.

In the fall term of 1980, those students who were recommended by classroom teachers for extra help were taken to the resource center during lunch, a free period, or after school for tutoring in English, social studies, or other subjects. While tutoring for Koreans was offered by the resource teacher and paraprofessional during classes on a pull-out basis, students were reluctant to leave class. As a result, tutoring is offered in time slots which do not conflict with subject-area classes.

In addition to individual tutoring, classroom teachers might send groups of students to work in the resource center with a paraprofessional. For instance, in native-language classes, two days of each week are devoted to writing. For writing activities, the center may be used. E.S.L. teachers make occasional use of it as well.

IV. NON-INSTRUCTIONAL PROGRAM COMPONENTS

SUPPORTIVE SERVICES

Services offered by the program to support the achievement of program students include programming, academic advisement and crisis counseling, career counseling and career development activities, and home contacts.

Every student is interviewed by the bilingual guidance counselor each term to plan his or her program. Students may visit the counselor for personal or crisis counseling as well. The Korean paraprofessional works with the counselor three times a week to assist her when she works with Korean students. Students also gather informally in the program's offices to talk to the staff members in conversations which may range from social studies visits to personal problems.

Contacts with the students' homes are maintained through the parents' council (see the section on parent/community involvement, below) and telephone calls. While no staff member was funded to make home visits, many telephone calls are made to students' families when behavior problems or emergencies arise. The project director, resource teacher, and guidance counselor may call. The paraprofessionals also enjoy positive relationships with students' families. One of the Hispanic paraprofessionals is especially involved with the parents in the community, and calls them when communication is necessary. A newsletter has also been planned for distribution to parents and students.

The project staff, and particularly the guidance counselor, has initiated a college and career information program for participating students. A Spanish-speaking career counselor from Queensboro Community College came to the school to conduct career workshops and college orientation for eleventh and twelfth graders. A Korean professor from the college also

came to conduct a college workshop for students. Workshops are planned for two-week intervals in the future; three were offered by the college during 1980-81. In addition, the visiting lecturers conducted group career workshops in advanced native-language classes, and met individually with students as well. The program organized an excursion for eleventh and twelfth graders to a bilingual career fair at Queensborough Community College in April. Seniors attended an additional fair as well. The program staff is also seeking career orientation services from Aspira and the Latin American Institute.

Trips

To enrich their educational experiences and introduce them to aspects of the wider American society, trips were organized for program students, including visits to the Hayden Planetarium, the Statue of Liberty, and the Bronx Zoo. Approximately 60 students went on each trip. The bilingual science teacher also took groups of students to the botanical gardens and museums in the city.

Students Leaving the Program

Although the data submitted by the project do not reflect it, the project director feels that the discharge rate is high, especially for the Hispanics. In an interview with the evaluator, the project director felt that about 35 Hispanics, and seven or eight Koreans left the school during 1980-81. These, she felt, included primarily students returning to their native countries, moving out of the district, or taking the GED or an alternative high school program leading to an equivalency diploma. Koreans primarily fell into this latter group.

The figures gathered from student data sheets submitted by the program differ from the estimation of the project director reported above, probably because the data forms may not have been submitted for all students who left during the year. Data forms were submitted for 14 students who exited the program, six of whom left school to find a job. Six students transferred to an alternative program or another school (moved). One student was reported as a dropout, and one was discharged (reason for discharge unknown).

As retention is a generally relevant question in New York City high schools, better documentation in this area is suggested (see recommendations).

CURRICULUM DEVELOPMENT

Because the program was new in 1980-81, concerted efforts were made by Title VII staff members to locate, purchase, or develop curricula, books, and materials for use by teachers and students. Staff members visited Title VII projects at other New York City high schools to gather materials for use. Local curriculum development centers were visited, and publishers contacted. Orders were placed for new Spanish books in mathematics, American history, economics, geography, Spanish language arts, and E.S.L. As of June 1981, all texts in use were new. Contact was established with Seton Hall University's Asian Bilingual Curriculum Development Center to locate materials in Korean (unfortunately, these were still forthcoming in 1980-81, to be published by the Evaluation, Dissemination, and Assessment Center at Lesley College).

The trilingual program staff has purchased a number of volumes to serve as sources and references for students and staff. Raising money for books through accruals, the trilingual program gave books and the services of the Korean paraprofessional to the librarian to assist her in cataloging the new acquisitions. The new books and materials were catalogued and placed in what has become the bilingual section of the school library. Here, students can read and study, and classes (such as the civics courses) may meet.

The school librarian was enthusiastic about the project, which she saw as a challenge to her skills and a contribution to the school. She had contacted the librarians at Newtown High School and elsewhere about the classification of Korean books, and felt that the Flushing High School library was unique in its approach to organizing multilingual materials. In an interview, the librarian praised the paraprofessional and expressed support for the bilingual program.

Books and materials in the library include native-language classics in Spanish and Korean (in both basic and "hard" versions), books on folklore and societies of Latin America, sets of encyclopedias in Spanish and Korean, Korean cookbooks and magazines, and a collection of books on careers, written with an E.S.L. approach. Books have been ordered on Spanish, South American and Caribbean history, culture, folklore, literature, cuisine, and art.

Curricula have been developed by the program in several areas. Working in the summer of 1980 on an hourly basis, two interested staff members (a social studies teacher and the A.P. for supervision) took the new experimental version of the New York State curriculum in English and E.S.L.

and developed a course of study, calendar of lessons, sample lesson plans, suggestions for activities, and entry and exit tests for each of seven E.S.L. levels (beginning through transitional). E.S.L. was given on six levels in 1980-81; while the course of study was complete for levels 7 and 8 (transitional), materials were still under development for use in classrooms in the fall of 1981. Several classroom teachers and the assistant principal for science also collaborated with curriculum revisions.

A new course, fundamentals of mathematics, was developed to replace a business mathematics course. In social studies, thirty units for a new cultural values course were developed and texts ordered. A course of study and curriculum were developed for a new "civics for new Americans" course, which was given in spring, 1981. Using an E.S.L. approach for most instruction, Exploring American Citizenship was used and adapted (simplified) for the students. The Discover America series was purchased, and a package of materials and magazines was developed in Korean.

The sequence of Spanish courses for native speakers was developed by three teachers paid on an hourly basis by Title VII, in collaboration with the program and the foreign language department. Fourteen classes were planned, four for students requiring basic skills development in Spanish and ten for other native Spanish speakers, on various levels. Texts were ordered and curricula were developed. Courses were offered on three levels in the spring of 1981. The classes generally paralleled the sequence of mainstream Spanish as a second language courses, but focused on the special needs and strengths of native speakers. As few students were identified as being in need of basic skills development in Spanish, the four-term basic sequence was not offered.

The books used in these classes are listed in Table 12. A brief examination was also devised by the program to facilitate placement in Spanish.

One of the creative aspects of the program has been its efforts to develop high interest practical arts courses -- music, typing, cooking, photography, calligraphy, art, and drama -- which would be taught with an E.S.L. approach and paraprofessional support where feasible. Scheduled for development during the summer of 1981 are E.S.L. typing classes and an E.S.L. music class, adapted from a New York City Board of Education curriculum.

Such courses enrich and broaden the students' educational opportunities at Flushing High School, and allow students to participate successfully in classes alongside their English-dominant peers.

STAFF DEVELOPMENT

In-School Development Activities

Staff development activities began early in 1981, and were carried out through a variety of modes. A needs assessment was conducted in February of 1981, and thirty problems were identified and prioritized. Key areas of concern included class size, discipline, class management, the use of languages in the bilingual/E.S.L. setting, use of the paraprofessionals, and instructional technology.

Staff Development Workshops

A series of staff development workshops was set up, scheduled to meet during the spring. The workshops were given by the assistant principal

and the renewal coordinator (also a social studies teacher) who had been instrumental in developing the proposal and developing curricula. Working on an hourly basis, they conducted workshops after school every second Thursday. Each session addressed an identified need, and was followed during the next Thursday by a small group session in which discussion of issues and problem-solving could take place.

The workshops were essentially introductory in nature, as many of the teachers had not had previous experience in bilingual education. The project director reported that, for the most part, it was the newer and younger teachers and paraprofessionals who came to the workshops. Some staff members with extensive previous experience in monolingual classrooms did not attend frequently. In response, workshops during 1981-82 will focus on the older staff members, offering discussions on sensitivity to and awareness of issues in bilingual education. A staff training calendar appears as Appendix A.

Staff support for the program. The bilingual program enjoys the support of the principal, the assistant principal for supervision, and the renewal coordinator, as well as the cooperation of the department heads at Flushing.

The principal raised the topic of bilingual education at a faculty meeting, to make the school staff more aware of the program and the issues it was attempting to address. The project director spoke regularly to the heads of the departments (the school cabinet) and faculty members to facilitate the implementation of the program. Part of her job continues to be disseminating information to and coordinating services of bilingual teachers who are placed in the individual departments of the school, and who would

not normally meet jointly. Nevertheless, some of the long-term staff members felt threatened by the program at first. Some teachers who had never worked with paraprofessionals were reluctant to use them. The project director made an effort to explain the services offered by the program -- paraprofessionals, telephone, use of the duplicating machine -- as resources which have gradually been accepted. In mathematics, initial reluctance to participate in the program has been overcome. The program has offered a good deal of support to participating teachers -- paraprofessional assistance and student volunteers to mark papers. As a result, resistance to teaching bilingual students has "evaporated in math."

Although there is much more acceptance of the function and contribution of the bilingual program in the various departments at Flushing, the project director reported that the "older" teachers tended not to come to the after-school training sessions as readily as the newer staff members. (See recommendations.)

Articulation meetings. These meetings were described in the section on program administration and implementation (see above).

Departmental meetings. The foreign language department held regular administrative meetings on a monthly basis, chaired by the head of the department. All staff members, Title VII and tax-levy, attended.

Staff Development Activities Outside The School

The Title VII staff members participated in various activities outside the school designed to facilitate their professional development. Table 15 presents a summary of these activities.

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Table 15. Staff development activies outside the school.

STRATEGY	TITLE	SPONSOR/ LOCATION	NUMBER & TITLE OF STAFF ATTENDING	NUMBER OR FREQUENCY OF SESSIONS
Workshops	Title I E.S.L./ PSEN workshop; O.B.E. Orientation	N.Y.C. Public Schools: Title I Offices, New York O.B.E., Brooklyn	E.S.L. teacher Project director Resource teacher	2 each term one
	O.B.E. Asian workshops	O.B.E., Brooklyn	Resource teacher	one
Conferences and Symposia	NABE Conference ERMI Conference S.E.D. Bilingual Unit Conference	NABE: Boston OBEMLA: Washington S.E.D.: New York City	Resource teacher Project director Project director	5 days 5 days 1 day

Participation in University Courses

Title VII staff members were enrolled in college/university courses during the spring term of 1981. Table 16 presents this information in summary form.

Table 16. University courses attended by staff in spring, 1981.

STAFF	INSTITUTION	GOAL	COURSES
Professional			
Bil. guid. couns.	CW Post & Hofstra	Professional Devt.	Guidance
Bil. Res. Tr.	Queens College	Permanent N.Y.S. Certification	Curric. Dev.
Bili. Project Dir.	Hofstra University	Sup. & Adm.	Sup. & Adm.
Paraprofessional			
Bil. Ed. Asst.	York College	B.A. - 6/81	Education
Bil. Ed. Asst.	Queensboro Comm.	A.A. -	Secretarial
Bil. Ed. Asst.	Fordham Univ.	B.A. - 6/82	Education

As may be seen from Table 16, staff members were taking courses in areas appropriate to their responsibilities and needs.

PARENT AND COMMUNITY INVOLVEMENT

A parent/staff advisory council was established during the first month of the program. The council is made up of approximately eight parents (five Hispanics and three Koreans), three staff members (the project director, resource teacher, and bilingual guidance counselor), and other parent visitors. The council met once a month, or seven times, during 1980-81. The group met to work on planning trips, organizing materials for the library and gathering college information. As a result of parental suggestions, the guidance counselor prepared a student orientation guide explaining school procedures, rules, and regulations in Spanish and Korean. The council members also acted as advisors in planning new electives and selecting books. As an outgrowth of the council meetings, the program decided to publish a trilingual newsletter to encourage parental involvement, input, and feedback.

The parents' group has been an active one. Three parents went to the citywide parents' meeting. When the program held a special meeting to discuss a new Chapter 720 proposal, 25 people attended. The parents have also expressed a strong desire for adult education, especially for English/E.S.L. instruction. Currently, the program is not funded to offer classes to parents. At present, only a summer secretarial program is available, and an after-school program which offers vocational and E.S.L. classes. Parents would clearly support increased class offerings if they were available.

Parents are involved whenever possible in program activities. An orientation meeting was held in June, 1981 for the parents of incoming students to familiarize them with the project. Parents are invited to accompany the students on trips, and an ethnic breakfast was organized for

parents in the spring. The relative success of parental involvement has been in part due to the efforts of one of the paraprofessionals, who is very involved with the students. Through her concern for the students, she has contacted the parents personally by telephone, asking them to attend meetings. The bilingual guidance counselor also knows many of the parents through her experience in the school, and has suggested the names of potentially interested parents. Of the over 30 parents who are regularly called about meetings and activites at school, more than half come.

The project director noted that she would like to see more parents volunteering to help in school, assisting at admissions time, and helping at ethnic fairs. She indicated that this was an area she wanted to try to expand in 1981-82.

DISSEMINATION

The project has made efforts to disseminate information about its activites in a variety of ways. An article about the programs at Flushing High School, including coverage of the trilingual program, appeared in the newspaper of the United Federation of Teachers in May, 1981 (see Appendix B). Local korean papers have interviewed program staff, while articles have appeared in both Spanish and Korean in the schoolwide parents' association and student newspapers. The Flushing "Y", located nearby, serves as a resource to and disseminates information about the program in the community.

Articulation. The program has attempted to articulate with schools and other institutions which serve -- or may potentially serve -- the students.

The Title VII staff visits feeder schools to interview and assess students (see above). Colleges and local institutions are contacted as resources. Programs offering services to students are explored, such as the intensive summer E.S.L. institute at Columbia University, which some of the Koreans planned to attend.

V. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments, procedures, and the evaluation of students' achievement in 1980-1981. Students were assessed in growth in English language development; attitudes toward school, teachers, administrators, and peers; and passing rates in mathematics, social studies, science, native language arts, mainstream English courses, business education, vocational education, practical arts, and electives.

No estimate of how students would have performed in the absence of the bilingual program is possible because of the unavailability of appropriate comparison groups. Further, no comparison with other groups on the Criterion Referenced English Syntax Test was possible because of the inapplicability of test norms to this sample of students.

Instruments

The areas assessed and instruments used were as follows:

Growth in English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, and III)

Mathematics, science, social studies, native language arts, business education, vocational education, electives, and mainstream English courses passing rates -- Teacher-made tests

Attendance -- School and program records

Achievement in English as a Second Language

The Criterion Referenced English Syntax Test (CREST) was used to measure growth in English language proficiency. The instrument tests mastery of specific syntactic skills at three levels. Levels I and II contain 25 objectives each, such as knowledge of present-tense forms of the verb "to be"

(Level I), or possessive adjectives and pronouns (Level II). Material at the advanced Level III is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items per objective. The items are multiple choice with four possible answers. Mastery of a skill objective is defined as a student's ability to answer three out of four items correctly.

Since CREST test Levels I and II have a maximum score of 25 while Level III has a maximum score of 15, the gains across levels are not directly comparable. In addition, students generally pre-test higher in the higher levels.

Breakdowns are reported by grade and level for students who were pre- and post-tested with the same test level. Further, the percent of students pre- and post-tested with the same level test versus students pre- and post-tested with a different level test is reported. The average number of objectives mastered, and the average number of objectives mastered per month of treatment are also reported.

Teacher Made-Tests

The number of students enrolled, and the number and percent passing in mathematics, science, social studies, native language arts, and miscellaneous courses are reported for each language group by subject, grade, and semester in the appropriate tables. In courses other than native language arts, data on students taking mainstream courses while receiving tutoring through the program and data on students receiving content instruction in their native language were combined.

Attendance Rates

The overall school attendance rate is compared with attendance rates of program participants by language group and by grade. The percent difference between the school-wide figure and language and grade subgroups of the program students, the associated t-statistics for comparison of independent groups, and the level of significance of the t-statistic are presented.

Table 17. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(Non-Title I Spanish-speaking students, spring)

GRADE	STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	37	11.0	15.7	4.7	3.1	1.5
10	37	12.6	17.8	5.2	3.1	1.7
11	16	8.1	12.0	3.9	3.0	1.3
TOTAL	90	11.2	15.9	4.7	3.1	1.5

* Post-test minus pre-test.

. The above results for Spanish-speaking students in the spring are reported regardless of test level.

. The average number of objectives mastered ranged from 3.9 in grade eleven to 5.2 in grade ten.

. The mastery rates averaged 1.5 per month.

Table 18. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Non-Title I Spanish-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*
9	21	10.1	15.1	5.1	13	12.6	17.2	4.5	3	10.3	12.3	2.0
10	11	13.1	18.9	5.8	16	12.9	19.5	6.6	10	11.6	13.8	2.2
11	3	11.3	15.0	3.6	2	10.0	14.0	4.0	11	6.9	10.8	3.9
TOTALS	35	11.14	16.31	5.2	31	12.6	18.2	5.6	24	9.3	12.3	3.0

NOTE: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

* Post-test minus pre-test.

. Spanish-speaking students' pre-test scores as compared with possible objectives attainable were 44 percent for Level I, 50 percent for Level II, and 62 percent for Level III.

. Level I students gained 5.2 objectives, or 21 percent, Level II students gained 22 percent, while Level III students gained 3.0 or 20 percent.

. Tenth graders recorded the most gains in Levels I and II, while eleventh graders gained the most in Level III.

Table 19. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(Non-Title I Korean-speaking students, spring)

GRADE	STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	2	8.5	18.5	10.0	3.2	3.1
10	9	14.1	18.5	4.5	3.2	1.4
11	8	13.8	17.7	3.9	3.1	1.3
TOTALS	19	13.42	18.2	4.8	3.2	1.5

* Post-test minus pre-test.

. The average number of objectives mastered by Korean-speaking students ranged from 3.9 by the eight eleventh graders to the 10.0 by the two ninth graders.

. Mastery rates were from 1.3 objectives per month by the eleventh graders to 3.1 objectives per month by the ninth graders.

Table 20. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Non-Title I Korean-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*
9					2	8.5	18.5	10.0				
10	1	18.0	25.0	7.0	6	15.0	19.6	4.7	2	9.5	12.0	2.5
11	1	21.0	25.0	4.0	4	14.2	20.0	5.8	3	11.0	12.3	1.3
TOTALS	2	19.5	25.0	5.5	12	13.6	19.5	5.9	5	10.4	12.2	1.8

NOTE: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

* Post-test minus pre-test.

. Korean-speaking students' pre-test scores as a proportion of possible objectives were 54 percent on Level II, 69 percent on Level III, and 78 percent on Level I.

. Level II students gained 5.9 objectives, the two Level I students gained 5.5 objectives in attaining perfect scores, while the Level III students gained 1.8 objectives during the test period between the second week in February and first week in June.

. As percentage gains, Level II students gained 24 percent, Level I students 22 percent, and Level III students 12 percent.

. The two ninth grade Level II students' gains of 10.0 were the most of all grades and levels.

Table 21. Number and percent of Spanish-speaking students passing teacher-made examinations in mathematics.

GRADE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
Language of instruction: English						
9	8	4	50%	15	7	47%
10	15	9	60%	13	7	54%
11	14	9	64%	10	4	40%
12	22	12	56%	15	7	47%
TOTAL	59	34	58%	53	25	47%
Language of instruction: Spanish						
9	41	25	61%	34	20	59%
10	32	28	87%	31	23	74%
11	12	9	75%	8	5	62%
TOTAL	85	62	74%	73	48	66%

- The passing rate for Spanish-speaking students studying mathematics taught in English was 58 percent in the fall and 47 percent in the spring.
- The passing rate for Spanish-speaking students studying mathematics taught in Spanish was 74 percent in the fall, but dropped to 66 percent in the spring.
- Performance of students was better when the language of instruction was Spanish.

Table 22. Number and percent of Korean-speaking students passing teacher-made examinations in mathematics.

Language of instruction: English

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9	2	2	100%	1	1	100%
10	8	6	75%	6	6	100%
11	9	8	89%	9	8	89%
12	14	12	86%	6	6	100%
TOTAL	33	28	85%	22	21	95%

- The passing rate of Korean-speaking students taking mathematics courses taught in English was 85 percent in the fall.
- The passing rate in the spring was 95 percent. All but one eleventh grader passed.

Table 23. Number and percent of Spanish-speaking students passing teacher-made examinations in science.

GRADE	N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
Language of instruction: English						
9	2	1	50%	7	3	43%
10	15	6	40%	10	7	70%
11	8	7	87%	8	4	50%
12	5	5	100%	5	4	80%
TOTAL	30	19	63%	30	18	60%
Language of instruction: Spanish						
9	41	25	61%	32	21	66%
10	33	22	67%	25	22	88%
11	8	6	75%	7	7	100%
TOTAL	82	53	65%	64	50	78%

- The overall passing rate of Spanish-speaking students taught science in English was 63 percent in the fall, and 60 percent in the spring. The passing rate of twelfth graders overall was 90 percent, however.
- The overall passing rate of Spanish-speaking students taught science in Spanish was 65 percent in the fall and increased to 78 percent in the spring.

Table 24. Number and percent of Korean-speaking students passing teacher-made examinations in science.

Language of instruction: English

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9				2	2	100%
10	9	6	67%	7	7	100%
11	8	7	87%	8	7	87%
12	9	9	100%	7	5	71%
TOTAL	26	22	85%	24	21	87%

. In the fall, the passing rate of Korean-speaking students taking science taught in English was 85 percent.

. In the spring, the passing rate was 87 percent.

Table 25. Number and percent of Spanish-speaking students passing teacher-made examinations in social studies.

GRADE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
Language of instruction: English						
9	9	6	67%	13	7	54%
10	13	9	69%	13	9	69%
11	13	10	77%	13	8	62%
12	20	14	70%	18	8	44%
TOTAL	55	39	71%	67	32	48%
Language of instruction: Spanish						
9	44	33	75%	40	29	72%
10	39	35	90%	39	36	92%
11	19	17	89%	19	16	84%
12	4	4	100%			
TOTAL	106	89	84%	98	81	83%

- The overall passing rate of Spanish-speaking students taught social studies in English was 71 percent in the fall and 48 percent in the spring.
- The overall passing rate of Spanish-speaking students taking social studies in Spanish was 84 percent in the fall and 83 percent in the spring.
- The passing rate was much better for students taught in Spanish than English.

Table 26. Number and percent of Korean-speaking students passing teacher-made examinations in social studies.

Language of instruction: English

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9				2	1	50%
10	8	5	62%	9	9	100%
11	9	6	67%	7	5	71%
12	11	10	91%	10	10	100%
TOTAL	28	21	75%	28	25	89%

- The passing rate of Korean-speaking students studying social studies taught in English was 75 percent in the fall and 89 percent in the spring.
- Twelfth graders performed very well in both semesters.
- Tenth graders in the spring also performed well, with a passing rate of 100 percent.

Table 27. Number and percent of Spanish-speaking students passing teacher-made examinations in native language arts.

Language of instruction: Spanish

GRADE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
9	52	37	71%	56	47	84%
10	53	48	91%	53	47	89%
11	33	31	94%	29	27	93%
12	15	15	100%	10	8	80%
TOTAL	153	131	86%	148	129	87%

- The overall passing rate of Spanish-speaking students taking native language arts was 86 percent in the fall and 87 percent in the spring.
- Excepting ninth graders, the passing rates of students in the fall was over 90 percent.

Table 28. Number and percent of Spanish-speaking students passing teacher-made examinations in business education.

Language of instruction: English

GRADE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
9	6	1	17%	6	4	67%
10	3	1	33%	4	2	50%
11	4	3	75%	6	3	50%
12	11	10	91%	13	11	85%
TOTAL	24	15	62%	29	20	69%

. The overall passing rate of Spanish-speaking students taking business education courses taught in English was 62 percent in the fall and 69 percent in the spring. However, those of twelfth graders were quite high at 91 percent and 85 percent, respectively.

Table 29. Number and percent of Korean-speaking students passing teacher-made examinations in business education.

Language of instruction: English

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
12	5	5	100%	5	5	100%

. The passing rates of Korean-speaking students taking business education courses taught in English were 100 percent in both the fall and the spring.

Table 30. Number and percent of Spanish-speaking students passing teacher-made examinations in vocational education.

Language of instruction: English

GRADE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
9	4	3	75%	4	3	75%
10				2	2	100%
11	2	2	100%	4	2	50%
12	3	2	67%	3	1	33%
TOTAL	9	7	78%	13	8	62%

- The passing rate of Spanish-speaking students taking vocational education courses in English was 78 percent in the fall and 68 percent in the spring.
- The two fall eleventh graders' passing rate was 100 percent, as was the two spring tenth graders'.

Table 31. Number and percent of Korean-speaking students passing teacher-made examinations in vocational education.

Language of instruction: English

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
10	2	2	100%			
11	1	0	-			
12	1	1	100%	3	3	100%
TOTAL	4	3	75%	3	3	100%

. The passing rate of Korean-speaking students taking vocational education courses in English was 75 percent in the fall and 100 percent in the spring. However, only 7 people took the courses and the failure of one student dropped the passing rate of fall students 25 percent.

Table 32. Number and percent of Spanish-speaking students passing teacher-made examinations in electives*.

Language of instruction: English

GRADE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
9	25	17	68%	27	16	59%
10	34	26	76%	34	22	65%
11	26	18	69%	19	9	47%
12	6	6	100%	11	10	91%
TOTAL	91	67	74%	91	57	63%

* Courses included: typing, music and language arts, fine arts and language and language arts, piano, percussion, elementary band, mixed chorus, baking, and guitar.

- The passing rate of Spanish-speaking students taking electives in the fall was 74 percent.
- The passing rate of Spanish-speaking students taking electives in the spring was 63 percent.
- Seniors performed at an almost uniformly high rate of 100 percent in the fall and 91 percent in the spring.

Table 33. Number and percent of Korean-speaking students passing teacher-made examinations in electives *.

Language of instruction: English

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9	1	1	100%	2	2	100%
10	7	6	86%	11	11	100%
11	5	4	80%	10	10	100%
12	4	4	100%	9	7	78%
TOTAL	24	15	88%	32	30	94%

* Courses include: photography and language arts, typing and language arts, music and language arts, fine arts and language arts, and French.

. The passing rate of Korean-speaking students taking elective courses in the fall was 88 percent.

. The passing rate of Korean-speaking students taking elective courses in the spring was 94 percent.

. Performance in both semesters was excellent, although the number of students reported was smaller in the fall.

Table 34. Number and percent of Spanish-speaking students passing teacher-made examinations in mainstream English courses *.

Language of instruction: English

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9	8	8	100%	13	7	54%
10	5	1	20%	10	4	40%
11	9	6	67%	25	16	64%
12	21	19	90%	15	5	33%
TOTAL	43	34	79%	63	32	51%

* Courses include: reading labs A and B, and word power (a vocabulary development course).

. The passing rate of Spanish-speaking students taking mainstream English courses in the fall was 79 percent overall.

. The passing rate of Spanish-speaking students taking mainstream English courses in the spring was 51 percent.

. Passing rates of ninth graders were 100 percent in the fall, but 54 percent in the spring.

. Passing rates of twelfth graders were 90 percent in the fall, but 33 percent in the spring.

Table 35. Number and percent of Korean-speaking students passing teacher-made examinations in mainstream English courses *.

Language of instruction: English

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
10				3	3	100%
11				5	5	100%
12	13	13	100%	7	6	86%
TOTAL	13	13	100%	15	14	93%

* Courses include: English Fundamentals I, English Fundamentals II, and word power.

. The passing rate of the 13 Korean-speaking students was 100 percent in the fall. All were seniors.

. The passing rate of Korean-speaking students taking mainstream English courses in the spring was 93 percent. Ninth and tenth graders had passing rates of 100 percent.

Table 36. Significance of the difference between attendance percentages of Spanish-speaking program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 83.2

GRADE	N	MEAN PERCENTAGE	STANDARD DEVIATION	PERCENTAGE DIFFERENCE	t	p
9	59	95.1	4.4	11.9	20.7	.000
10	57	95.6	6.3	12.4	14.8	.000
11	35	93.1	7.2	10.0	8.1	.000
12	22	93.5	8.5	10.3	5.6	.000
TOTAL	173	94.5	6.2	11.4	23.9	.000

. Attendance rates of Spanish-speaking students was excellent, ranging from 93.1 percent in the eleventh grade to 95.5 percent in the tenth grade.

Table 37. Significance of the difference between attendance percentages of Korean-speaking program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 83.2

GRADE	N	MEAN PERCENTAGE	STANDARD DEVIATION	PERCENTAGE DIFFERENCE	t	p
9	2	99.5	.7	16.3	23.0	.000
10	9	99.4	1.0	16.3	45.6	.000
11	9	96.8	6.3	13.7	6.2	.000
12	11	96.0	4.0	12.9	10.2	.000
TOTAL	31	97.5	4.3	14.3	18.3	.000

. Attendance of Korean-speaking students for all grades was excellent, ranging from 96.1 percent by twelfth graders to 99.50 percent by ninth graders.

SUMMARY OF FINDINGS

English As A Second Language

In English reading achievement in the spring, Spanish-speaking program students tested with the Criterion Referenced English Syntax Test demonstrated an average gain of 1.5 objectives mastered per month of instruction. For Korean-speaking students tested with the same instrument, the demonstrated average gain in the spring was also 1.5 objectives mastered per month.

Mathematics

The overall passing rate of Spanish-speaking program students in fall mathematics courses taught in English was 58 percent. The overall passing rate in the spring was 47 percent. In mathematics courses taught in Spanish, the overall passing rates were 74 percent in the fall and 66 percent in the spring. In both semesters, the overall passing rates were clearly higher for students who received mathematics instruction in Spanish. However, in all grades, regardless of the language of instruction, passing rates in mathematics were lower in the spring term than in the fall.

For Korean-speaking program students, the overall passing rate in fall mathematics courses taught in English was 85 percent. In the spring, the overall passing rate was 95 percent. All but one eleventh-grade student passed the teacher-developed examinations in this semester.

Science

In science courses taught in English, the overall passing rate for Spanish-speaking program students was 63 percent in the fall. The overall

passing rate in the spring was 60 percent. Students in grades 9, 11, and 12 demonstrated lower passing rates in the spring than in the fall. In science courses taught in Spanish, the overall passing rates were 65 percent in the fall and 78 percent in the spring. All grades showed an increase in passing rates from fall to spring. Again, as in mathematics courses, the overall passing rates were higher in science courses taught in Spanish. The highest passing rates in science courses, regardless of the language of instruction, were achieved by twelfth-grade students in both semesters.

The overall passing rate of Korean-speaking program students in fall science courses taught in English was 85 percent. The overall passing rate in the spring was 87 percent.

Social Studies

In social studies courses taught in English, the overall passing rates for Spanish-speaking program students were 71 percent in the fall and 48 percent in the spring. Students in grades 9, 11, and 12 again showed lower passing rates in the spring term. In social studies courses taught in Spanish, the overall passing rates in the fall was 84 percent. In the spring, the overall passing rate was 83 percent. Ninth-grade students in all classes, regardless of the language of instruction, had the lowest passing rates of all groups in both semesters. However, once again, the overall passing rates were much better for students receiving instruction in Spanish than in English.

For Korean-speaking program students, the overall passing rates in social studies courses taught in English were 75 percent in the fall and

89 percent in the spring. All grades showed higher passing rates in the spring term than in the fall.

Native Language Arts

The overall passing rate of Spanish-speaking program students taking native language arts courses was 86 percent in the fall. In the spring, the overall passing rate was 87 percent.

Business Education

The overall passing rate of Spanish-speaking program students in fall business education courses taught in English was 62 percent. The overall passing rate in the spring was 69 percent. Twelfth-grade students received the highest passing rates in both semesters.

For a small group of Korean-speaking program students (5) taking business education courses taught in English, the overall passing rates were 100 percent in the fall and spring.

Vocational Education

In vocational education courses taught in English, the overall passing rate for Spanish-speaking program students was 78 percent in the fall. The overall passing rate in the spring was 62 percent.

The overall passing rate of a small group of Korean-speaking program students in fall courses taught in English was 75 percent (4 students). In the spring, the overall passing rate for three students was 100 percent.

Elective Subjects

For Spanish-speaking program students enrolled in elective courses taught in English, the overall passing rates were 74 percent in the fall and

63 percent in the spring. The passing rates for all grades were lower in the spring than in the fall.

For Korean-speaking program students, the overall passing rate in elective courses taught in English was 88 percent in the fall. In the spring, the overall passing rate was 94 percent.

Mainstream English Courses

The overall passing rates of Spanish-speaking program students enrolled in mainstream English courses were 79 percent in the fall and 51 percent in the spring. The passing rates in all grades, except grade 10, were greater in the fall than in the spring.

The passing rates of thirteen twelfth-grade Korean-speaking program students in mainstream English courses was 100 percent in the fall. The overall passing rate of fifteen students in the spring was 93 percent.

Attendance

The average attendance rates for Spanish- and Korean-speaking program students were significantly higher than the school-wide attendance rate, indicating high levels of motivation.

STUDENT QUESTIONNAIRE RESPONSES

An attitude survey was administered to students in the spring of 1981. The questionnaire was adapted by the program staff from the QUESTA, an attitude survey developed by the Educational Testing Service and Secondary School Research Programs. The questionnaire surveyed twenty areas including demographic items such as students' language, age, grade, highest level of education completed by each parent, and the students' educational aspirations and post-high school plans. The survey also contained lists of items which the students had to rate along some dimension. For instance, students were asked how much the school tried to help them with English, sciences, politics, managing money, thinking for themselves, and also how much the school should try to help them in these areas. Students evaluated how important various activities or characteristics were for getting good grades (hard work, good behavior, intelligence, knowing how to take tests, chance, etc). One question asked students to enumerate the activities in which they participated, and another to indicate whether opportunities to participate were sufficient. Finally, students were asked to indicate to what degree each of a series of problems was troublesome for them, and with whom they would discuss each problem.

In consultation with the project director, six questions which appeared most useful for program planning and administration were selected for analysis.

ANALYSIS

Student Characteristics

The demographic items were analyzed by language group, with the non-Korean Asians grouped with the Koreans because of their small numbers.

The two language groups were compared to determine whether significant differences existed between them.[1] Analysis showed that the language groups were significantly different on all demographic variables except gender.

Approximately 35 Asian and 140 Hispanic students answered the questionnaire. Thirty-eight percent of the Asians were males, while 44 percent of the Spanish-speaking students were males.

Hispanic students were significantly younger than the Asian students. The mean age of the Spanish-speaking group was 16.5 years versus a mean age of 17.4 for the Asian students ($t = 3.83$, 2-tailed probability less than .01). The ethnic groups were also significantly different with respect to grade level. Sixty-four percent of the Hispanics versus 40 percent of the Asians were in grades nine and ten.

The groups were significantly different with respect to the educational level of their parents (see Table 38). Forty-nine percent of the fathers of Hispanic students had less than a high school education while 61 percent of the fathers of Asian students had college degrees.

The situation was similar for the students' mothers (see Table 39). Fifty-six percent of the mothers of Hispanic students had less than a high school education, while 30 percent of the mothers of Asian students had college degrees.

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1. Cross tabulations and chi-square tests were performed. The significance levels reported are the raw chi-square results.

Table 38. Fathers' education: highest level completed.

	ASIAN	HISPANIC
Less than high school graduate	2 (7.1%)	43 (48.9%)
High school graduate	7 (25.0%)	14 (15.9%)
Business, vocational, or trade school	0 (0.0%)	8 (9.1%)
Some college	1 (3.6%)	5 (5.7%)
College graduate	15 (53.6%)	7 (8.0%)
Some graduate school	0 (0.0%)	4 (4.5%)
Graduate degree	2 (7.1%)	4 (4.5%)
Doesn't apply	1 (3.6%)	3 (3.4%)
Number of students	28	88

Raw chi-square = 38.08642 with 7 degrees of freedom. Significance = 0.0000.
Number of missing observations = 66.

Table 39. Mothers' education: highest level completed.

	ASIAN	HISPANIC
Less than high school graduate	5 (15.2%)	59 (56.2%)
High school graduate	15 (45.5%)	27 (25.7%)
Business, vocational, or trade school	0 (0.0%)	1 (1.0%)
Some college	1 (3.0%)	2 (1.9%)
College graduate	8 (24.2%)	7 (6.7%)
Some graduate school	0 (0.0%)	2 (1.9%)
Graduate degree	2 (6.1%)	2 (1.9%)
Doesn't apply	2 (6.1%)	5 (4.8%)
Column Total	33 23.9	105 76.1

Raw chi-square = 22.13771 with seven degrees of freedom. Significance = 0.0024.
Number of missing observations = 44.

Educational expectations were significantly different for the two groups (see Table 40).

All of the Asian students versus 68 percent of Hispanics expected to eventually obtain either four-year college or graduate degrees, with twelve percent of Hispanics planning to attend junior college.

Post-high school plans were significantly different for the two groups (see Table 41). Eighty-eight percent of Asians planned to go to a four-year college, while only 37 percent of Hispanics planned to do so.

Table 40. Educational expectations of program students.

	ASIAN	HISPANIC
Not high school graduate	0 (0.0%)	1 (0.7%)
High school graduate only	0 (0.0%)	1 (0.7%)
High school, vocational, technical, or business school	0 (0.0%)	24 (17.8%)
Junior college	0 (0.0%)	16 (11.9%)
4-year college	18 (54.5%)	47 (34.8%)
Graduate or professional school	15 (45.5%)	46 (34.1%)
Number of students	33	135

Raw chi-square = 13.88074 with five degrees of freedom. Significance = 0.0164.
Number of missing observations = 14.

Table 41. Post-high school plans of Flushing students.

POST-HIGH SCHOOL PLANS	ASIAN	HISPANIC
Don't know	0 (0.0%)	32 (23.4%)
Work	0 (0.0%)	15 (10.9%)
Apprentice	1 (2.9%)	1 (0.7%)
Homemaker	1 (2.9%)	1 (0.7%)
Vocational or technical school	0 (0.0%)	6 (4.4%)
Business school	0 (0.0%)	3 (2.2%)
Junior college	0 (0.0%)	10 (7.3%)
4-year college	30 (88.2%)	51 (37.2%)
Other	2 (5.9%)	4 (2.9%)
Number of students	34	137

Raw chi-square = 37.77566 with nine degrees of freedom. Significance = 0.0000.
Number of missing observations = 11.

Because the two language groups were significantly different from each other on background variables, it must be stressed, that one cannot assume that the differences between the groups' attitudes on the remaining survey questions are due to ethnicity.

The Hispanic students were younger, their parents had less formal education, and their aspirations were lower or less certain than the Asian students. Because of the small sample size, it was not possible to determine whether differences in attitudes were due to linguistic, educational, or age differences between the two groups. For example, the Hispanic students' greater indecision on their future plans might be due to their comparative youth.

RESPONSES TO QUESTIONS

In What Areas Should the School Try to Help the Students Learn?

Students were asked if the school should try very much, try somewhat, or not try to help them in 28 academic and non-academic areas (see Table 42).

Table 42. Students' perceptions of areas in which the school should assist them.

ITEM	OVERALL RANKING
English	1
Math	2
Developing self confidence	3
Getting along with people	4
Science	5
Health and safety	6
Accepting responsibility	7
Solving problems	8
Thinking for yourself	9
Finishing projects	10
Foreign languages	11
Sex education	12
Understanding people with different backgrounds	13
Being a good citizen	14
Social studies and history	15
Computers	16
Managing money	17
Business subjects	18
Feeling proud of work	19
Using free time	20
Marriage and family life	21
Change in the world	22
Vocational subjects	23
Art and music	24
Becoming less dependent on parents	25
Using information	26
Understanding democratic ideas	27
Politics	28

The Friedman Test[2] was used to analyze the students' evaluation of these areas. This test rank orders the importance of items, and tells whether the judges -- in this case the students in each group -- agreed with one another.

All students felt that the most important subjects the school should try to help them learn were English, followed by math, developing self confidence, getting along with people, science, and health and safety. Students were least interested in politics, art and music, understanding democratic ideals, using information, and becoming less dependent on parents (Chi square = .000).

Factor analysis done on the combined groups suggested that among students' greatest concerns were those which might be called pragmatic, such as understanding people of different backgrounds, developing confidence in themselves, getting along with people, solving problems and thinking clearly, thinking for themselves, accepting responsibility, and finishing projects once they were started. The other important areas in which the students felt the school should "try hard" to help them were academic ones, including mathematics, science, social studies, and computers. English appeared vital as both an academic concern and a skill necessary for coping successfully in school.

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2. Gottfried E. Noether. Introduction to Statistics, A Nonparametric Approach (Second Edition). Boston: Houghton Mifflin Company, 1976, pp. 181-184.

Factors Important in Getting Good Grades

Students were asked to rank a series of factors which might be important in getting good grades. Students were asked to rank each item as "very important," "somewhat important," "not important," or "don't know." (See Table 43.)

Table 43. "How important are the following for good grades?": Asian and Hispanic responses.

ITEM	ASIANS	HISPANICS
Hard work	1	4
Good homework	2	6
Good behavior	3	5
Work done on time	4	2
Test taking strategy	5	1
Neat work	6	9
Knowledge	7	8
Creativity	8	10
Class participation	9	7
Chance	10	13
Being friends with teacher	11	12
Agreeing with the teacher	12	11
Intelligence	13	3

Differences emerged between the two linguistic groups on this question. Almost 50 percent (6 out of 13) of the chi-square between the linguistic groups were significant.[3] A Friedman Test performed on how each group ranked the importance of the items confirmed this.[4]

3. By chance alone, one would expect 5 percent or 1 to 2 chi-squares significant.

4. Note, however, that the Friedman Test only indicates that the students from each ethnic group agreed among themselves how to rank the importance of these factors. It does not say that rankings are significantly different between groups. One infers this by looking at the relative placement of the items within two groups of students.

The Hispanic and Asian students agreed that hard work and work done on time were among the most important factors in getting good grades. Disagreement was greatest on "intelligence." Spanish-speaking students ranked it as one of the most important factors in getting good grades, while Asian students ranked it as the least important factor. Spanish-speakers felt test-taking strategy was the most important factor, while it was ranked somewhere in the middle by the Asian students. The two groups agreed that chance, being friends with the teacher, and agreeing with the teacher were the least important factors in getting good grades. In sum, Asian students ranked factors under an individual's control -- hard work, work handed in on time, good homework, test-taking strategy, and good behavior -- as most important in getting good grades. Although Hispanic students also valued these factors, they also ranked intelligence -- a factor not subject to direct control -- as one of the most important.

Student Participation in Activities in School

Students were asked whether or not they had participated in a variety activities. The number of activities in which students reported they participated was calculated and presented in the following table.

Table 44. Frequency of student participation in school activities.

	NUMBER OF ACTIVITIES ENGAGED IN	NUMBER OF STUDENTS	PERCENT OF STUDENTS	CUMULATIVE PERCENTAGE
ACTIVE STUDENTS	1	41	23	23
	2	26	14	37
	3	22	12	49
	4	11	6	55
	5	18	10	65
	6 - 21	38	21	86
INACTIVE STUDENTS	0	26	14	100
	Total number of cases: 182			

- Forty-one students (23 percent of those who responded) participated in one activity. This was the modal category.
- Sixty-five percent of the students said they participated in between one and five activities.
- Fourteen percent reported that they were active in 6 to 21 activities (all the categories listed).
- Fourteen percent of the students (26 in all) reported that they did not participate in any of the activities listed.

There were no significant differences between Asian and Spanish-speaking students in the number of activities in which they took part. However, the pattern of participation in activities was somewhat different for Hispanic and Asian students. In 6 out of 21 of the chi-square tests for homogeneity there were significant differences between the two language groups. The proportion of Asian participants was higher than Hispanics in painting, science clubs, community service, and social clubs. The proportion of Hispanics was higher than Asians in sports, as well as independent study (see Table 45).

Table 45. Percentage of each language group participating in selected activities.

ACTIVITY	PERCENT OF ASIANS PARTICIPATING	PERCENT OF HISPANICS PARTICIPATING
Painting	58	30
Science Club	33	16
Community Service	39	15
Social Clubs	56	15
Sports	15	47
Independent Study	25	53

Friedman Tests to determine if students of each ethnic group tended to agree in the ranking of their pursuits were significant (p less than .001 for both groups). That is, Hispanics agreed in their ranking of activities and Asians agreed in their ranking of activities.

Table 46. Ranking of activities in which Hispanic and Asian students participated.

ACTIVITY	HISPANICS' RANKING	ASIANS' RANKING
Independent study	1	7
Sports	2	12
Music	3	1
Painting	4	2.5
Math club	6	6
Language club	6	9
Class trips	6	17.5
Writing	8	21
Sculpture	9	12
Photography	10.5	8
Crafts	10.5	17.5
Science club	13	4.5
Computer club	13	19.5
Social clubs	13	2.5
Community Service	15.5	4.5
Theatre	15.5	12
Politics	17	15
Pep club	19	19.5
Debating club	19	10
Student government	19	15
Ecology club	21	15

- Hispanics and Asians ranked the activities differently, on the whole.
- Both ranked music, painting, and math club among the top six activities. Both rated the pep club low. Opinions on other items varied from somewhat to widely divergent.

A review of the rankings will note that some activities have the same rank order. These are activities which had the same value, which therefore share a rank order. For example, photography and crafts among the Hispanics had the same value. As they occupied the tenth and eleventh places in the rank order, the position was averaged between them, for a value of 10.5. Similarly, pep club, debating club, and student government all were scored similarly, falling eighteenth, ninteenth, and twentieth on the list. As the three could not be ordered with respect to each other, each was assigned the number $\frac{18 + 19 + 20}{3} = 19$.

The data in Table 45 do not indicate whether the different patterns are due to different interests, perceived lack of opportunity to participate, or some interaction of the two. However, the issue of opportunity is addressed in a separate question.

Opportunity to Participate in Activities

Students were then asked whether there was enough opportunity to participate in the activities listed in the proceding section, there was not enough opportunity, or that they didn't know. When the responses of Hispanic and Asian students to individual items were compared, the chi-square tests for homogeneity were significant in nine out of 21 cases, suggesting that the two linguistic groups evaluated opportunity for activities differently. The Asian students were more likely to feel excluded from activities than were the Hispanic students. For this reason, the opinions of the two linguistic groups are discussed separately.

In eleven instances (crafts, theater, writing, science club, computer club, ecology club, debating club, politics, community service, and social clubs) between 44 to 65 percent of Asian students stated that they did not know whether there was enough opportunity to participate in the listed activities. This suggests that a large number of students were unaware that these activities were offered. However, most of the remaining Asian students felt there was not enough opportunity to participate.

As least 50 percent of the Asian students felt there was not enough opportunity to participate in sculpture, sports, photography, and pep club. Some also felt there was not enough opportunity to participate in math club. Only in painting and music was the majority likely to feel that there was enough opportunity to participate.

Although a high percentage of Hispanic students also did not know whether there was enough opportunity to participate in the listed activities, most of the remaining Hispanic students felt there was enough opportunity to participate.[5] In contrast to Asian students, Hispanics felt that there was not enough opportunity for participation in only five activities (sculpture, ecology club, debating club, politics, and social clubs). They felt that there was enough opportunity to participate in seven activities (photography, music, sports, math club, class trips, crafts, and writing).

In general, for about half of the activities, both groups of students generally indicated that they were unaware of opportunities for participation. Of the remaining students, most Hispanics felt that there was enough opportunity to participate, while most Asians did not. For the other half of the activities,

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5. These included painting, theater, science club, computer club, language club, pep club, community service, student government, and independent study.

it was clear that Asians felt there was not enough opportunity to participate while Hispanics felt there was generally enough opportunity for activity.

The data do not provide information as to why the Asians seem to feel that opportunities are not as available to them as the Hispanics do. How much this may be a function of students' fear and perceptions, or of actual limitations, will only be determined by a closer examination of activities and students' perception of them.

Students' Perception of Problem Areas

Students were asked if 22 factors were problematic for them. They were asked to indicate if each was not a problem, a small problem, or a large one. The responses to the items were compared. Fifteen chi-squares between the groups were significant, and eight were not.

Most program students reported that they did not have many major problems. A larger percentage of the Asians, however, reported "large" problems than did the Hispanics, and they did so in more areas.

The Hispanic students reported relatively few problem areas. Improving study habits was considered to be a large problem by 30 percent of the Hispanics, and was the most troublesome area reported.

Most of the Asians did not report major problems, but for most items, almost one-fourth of them reported a "large" problem.

Table 47. Areas listed as "large" problems by Asian students.

AREA	PERCENTAGE OF STUDENTS EVALUATING IT AS A LARGE PROBLEM
Poor grades due to problems with English	44.1
Pressured by other students to do wrong	38.2
Getting along with students of other backgrounds	29.4
Improving reading skills	29.4
Classwork too hard	29.4
Choosing courses	27.3
Pressure to get good grades	27.3
Other students making me feel bad	24.2
Being beaten by other students	24.2
Alcohol	24.2
Drugs	24.2

- At least one quarter of the Asian students reported a "large" problem with 11 of the 22 factors.
- Most students actually reported few problems in school.
- Students were concerned with academic achievement, particularly as related to the use of English.
- Some students expressed fears of pressures and threats by their peers.

Students' Use of Others for Assistance in Problem-Solving

Students were asked if they could not solve a problem, to whom would they go for help; to a teacher, counselor, parent, peer, or other. A "don't know" category was included. The 16 problems listed were: trouble adjusting to school, concerns about college admissions, trouble with classwork, relations with the opposite sex, personal problems, choosing an occupation, problems with reading or study skills, finding a part-time job while in school, being threatened by other students, finding a job after graduation,

ethics, drugs, alcohol, trouble with a teacher, racial problems, and worry about taking tests.

When comparing the groups' responses to the items, ten out of 16 chi-squares were significant, indicating that students use different resources for coping with problems. In six out of the 16 problem areas (trouble adjusting to school, concerns about college admissions, finding a part-time job, being threatened by other students, finding a job after graduation, and trouble with a teacher), Asians would most often seek help from a parent, while Hispanics would more often speak to a counselor. For problems with drugs, many Asian students did not know where to find assistance (40 percent), while 40 percent of the Hispanic students would go their parents. A similar pattern held with alcohol: 38 percent of Asians would not know where to find help, while 39 percent of Hispanics would again go to their parents. Asian students were more likely to talk to a peer about racial problems, while Hispanics claimed they would not know where to go. In worry about taking tests, Asian students would again seek help from a peer, while Hispanics would go to a teacher.

In trouble with classwork, and problems with reading or study skills, both linguistic groups were likely to ask a teacher for assistance, although in differing proportions. In relations with the opposite sex, both groups were more likely to discuss problems with a peer than with anyone else. In personal problems, choosing an occupation, and ethics students were most likely to seek help from their parents.

In general, Asian students tended to go to their parents or peers for assistance, rather than school personnel, even if the problems were school

related. Asian students would most frequently approach teachers only if they had trouble adjusting to school and trouble with reading or study skills while Hispanics would approach teachers when having problems with reading or study skills or when they worry about taking tests. For the most part, the Asian students are taking English-language and mainstream courses, taught by staff members who cannot communicate with these students in their native language. As a result, the Asians (many of whom are recent immigrants) may not speak to their teachers as often as the Hispanics do. On the other hand, the lack of an Asian counselor probably motivates students to speak to the Korean paraprofessional for many areas beyond those of the classroom.

Asians did not utilize counselors as often as Hispanic students. This reflects the fact that the school currently has no counselor who can communicate with the Asians in their native language. While as many as 54 percent of Hispanics would go to a counselor when having concerns with college admissions or trouble with a teacher, the highest percentage of Asian students (21 percent) would use a counselor only to find a job after graduation.

VI. CONCLUSIONS AND RECOMMENDATIONS

In its first year of funding, the Flushing Trilingual Program made a strong start towards meeting its overall objectives. Given the energies and commitment of the Title VII staff, courses were conceptualized and developed, material was located, resource center and library acquisitions were made available, a needs assessment was conducted for staff members, and staff development sessions were held. Trips, counseling, tutoring, and career activities were offered to participating students, and a survey of student attitudes toward school was conducted. This extensive implementation in a short period was facilitated by the support and collaboration of the school principal and other administrative and pedagogical staff members.

The primary and most important recommendation is that the staff continue to develop the substantial base which has been established. The additional conclusions and recommendations which follow represent specific areas which the program staff may wish to examine to strengthen what is already a sound foundation for coming years.

INSTRUCTION

The use of high interest electives with a language arts approach, as well as the creative use of the Korean paraprofessional in the cultural values/civics for new Americans courses appear to be particularly effective. It is recommended that such classes be expanded where program and school resources permit, as a creative way of integrating new immigrants with their more English proficient peers.

The flexible use of language in classrooms would appear to be sensitive to the variations of student language abilities. Resources permitting,

the program might survey student participants to examine their responses to patterns of language use, to determine what patterns, if any, are felt to be more effective by students of different backgrounds.

STAFF DEVELOPMENT

As the staff is composed of teachers of varying types of experience, designing a staff development program poses a challenge to the Title VII staff. The needs assessment and responses to the training of the spring 1981 term have raised issues to be addressed. These include the issues of language use, cultural values, methods, and materials. Both new teachers and experienced teachers who are new to bilingual education will have different needs than those with bilingual experience. As some of the participating teachers are new to the area in which they are currently teaching, these may require support in a particular content area. A staff development program, then, will have the difficult task of providing both general and specific information to participating teachers.

It is recommended that the program explore providing a series of general, motivational sessions on topics of interest to the entire staff, and consider individualized "follow-up" sessions, perhaps with the input of the "mainstream" departments, for teachers working in the individual content areas. These might include applications of the concepts developed in the general sessions for a particular curricular area. Demonstration lessons might be offered. To the degree that sessions can be organized which help teachers conceptualize relevant problems, or which provide materials and techniques useful in the classroom, attendance at the general meetings may grow.

PARENTAL INVOLVEMENT

As a core group of parents is already involved in the program, they and the staff are urged to broaden their contacts with others through the dissemination of the newsletter as planned, and through articulation with the school's parents' association and neighborhood social and civic organizations.

STUDENTS LEAVING THE PROGRAM

Table 3 (p. 7) indicates that the percentage of black and Hispanic students at Flushing High School tends to decrease as grade level increases. The project director has expressed the opinion that the Hispanic students drop out in greater numbers than the Koreans, although the information provided on the student data recording forms does not support this.

It is recommended that the program attempt to carefully document those students who leave the program during the year, and those who do not return in September. This may help to better determine whether an attrition problem exists. Documenting students' reasons for leaving would also provide information useful in designing support services for potential dropouts.

Table 5 (p. 10) indicates that the proportion of female to male students is in favor of the females, and tends to increase with grade level. It appears, then, that male students are prone to leave the program and the school more frequently than females. Efforts to document students leaving the program could include looking at the effects of gender on students' reasons for dropping out.

EVALUATION

The evaluation objectives as written include a number of domains for

which criterion levels are not clearly specified, or which are not easily measured. It is recommended that the program's objectives be reviewed and restated in measurable terms. Those for areas which are not easily objectively measured, such as self concept, might be restated to be measured in perhaps less direct but more accessible ways, as through post-high school plans, rates of disciplinary referrals, or attendance rates. Use of the questionnaire on a pre- and post-test basis, as originally proposed, would indicate attitudinal changes, but would be prohibitively expensive. Even with a spring-only administration, the Questa analysis consumed more resources than the entire amount budgeted by the program. As a result, it is recommended that the Questa be discontinued (unless funds for analysis become available) in favor of less direct but more accessible indicators of student attitudes.

STUDENT ACHIEVEMENT OUTCOMES

Both Hispanic and Asian students were mastering English skills at very satisfactory rates. Performance in the subject areas was more varied. Koreans achieved impressive passing rates (over 85 percent) in mathematics and science. Rates of success in social studies classes, more dependent on language, were above 75 percent. Performance by the Hispanics in the content areas was related to the language of instruction, as students consistently achieved at lower rates of success in mainstream than in bilingual classes.

In general, Hispanic students scored highest in Spanish language and social studies classes, where passing rates were over 80 percent. Achievement in science was somewhat lower. Students had special difficulty in math classes taught in English.

The available data do not provide an explanation for these different rates of achievement, but the outcomes suggest that the program monitor the progress of students in mainstream classes (as much as is possible), and that tutoring services be made available to them to support their achievement, especially in mathematics.

The achievement data in the content areas reveal other patterns which are not explained by the information available. Data were reported for Hispanic students in mainstream classes. In six out of eight cases, achievement was higher in the fall than in the spring term. The pattern did not occur for courses offered in Spanish.

For the Koreans, a reverse pattern occurred. In five out of seven cases reported, achievement was higher in the spring than in the fall. More specific information would be needed to explain the differences, which may be attributable to selection factors and student characteristics. For this, as well as the preceding reasons, it is recommended that the program examine the performance of students in mainstream classes, to determine what factors facilitate or impede student success, in the hope of designing effective support services for them.

STUDENT ATTITUDES

Despite their varied characteristics, the Hispanic and Asian students essentially agreed upon those areas in which the school should help them. Their main interests were in English, in survival skills, and in the academic areas of mathematics and science.

The stress of the program on English and the tutoring services, as well as the range of courses offered in the mainstream, should address the

needs expressed. It is recommended that the interest in survival skills be addressed, where possible, in group counseling sessions, and in extra-curricular activities. These questions are to some degree already a feature of the cultural values/civics course, and could possibly be introduced into E.S.L. or the language arts electives.

Hispanic and Asian students reported that they participated in school activities about equally. Most students participated in one activity; only 14 percent said they didn't participate. The areas in which the two groups participated were quite different.

In their evaluation of whether or not there were enough opportunities to participate in activities, the Hispanics and Asians responded quite differently. About half of each group did not know whether opportunities were adequate or not. Students who had opinions, however, perceived the situation differently. Hispanics felt their opportunities were generally adequate, while Asians generally felt that theirs were not. The divergence certainly suggests that the program staff should meet with the Asians to discuss their perceptions and needs, to determine what may be done to facilitate increased participation by those desiring it, either by helping them change the attitudes which may keep them from participating, or by helping to provide greater opportunities to take part in activities.

In a question probing which areas were seen as problematic for them, the responses of Hispanics and Asians again differed. Most students reported that they had no major problems. A larger percentage of Asians reported large problems than did the Hispanics, and they did so in more areas. They reported problems related to English in school as very important. This is probably

related to the fact that bilingual classes were not available to them, and they had to take mainstream classes soon after entry into school. (The Hispanics, who were also largely recent immigrants, did not see English as being problematic.) The Asians also expressed difficulties with and pressures from the other students. This social area is one in which the program might try to intervene with group "rap" sessions or increased counseling support for the Asian students (perhaps jointly with other students, where possible, in groups).

This need is reinforced by the pattern of responses to the question asking which personal resources students used to solve problems -- school personnel, parents, and/or peers. The Asians reported that they went to parents and friends for help in school-related problems more than Hispanics did. They used counselors much less than the Hispanics did, reflecting the lack of a Korean- or Chinese-speaking counselor. Moreover, for problems such as drugs and alcohol, the Asians reported that they did not know to whom to speak when they felt troubled.

It is recommended that the school try to make counseling in the native language more available to these students, either on a per session basis, or through referrals to community agencies, if (as at present) resources are not available to hire a bilingual Korean- or Chinese-speaking person as grade advisor or counselor. The program should also consider peer group discussion sessions, as the Asians already rely on such networks for support. A session for parents might also be offered, to apprise them of the concerns of the students and to enlist their support as the students adjust to life in the American educational and social system.

VII. APPENDIX

BOARD OF EDUCATION OF THE CITY OF NEW YORK

Flushing High School

35-01 UNION STREET, FLUSHING, N. Y. 11354 • TELEPHONE 212-762-8360

JAMES COSTARAS, PRINCIPAL

February 23, 1981

TO: Joyce Thompson

FROM: Eli Abolafia
Meyer Salmoni

SUBJECT: Trilingual Teacher and Staff Training Program

We are planning to begin the Staff Training Program for personnel assigned to the Title VII Trilingual Program.

Workshops will be held on Thursday afternoons from 2:30-4:30 p.m. We have decided to schedule the workshops every second Thursday, beginning on February 26, 1981. Additional small group sessions are scheduled as a follow up.

Calendar		Topics
February	26	Needs Assessment
March	5	Follow up
March	12	Sensitivity - Classroom Relationships
March	19	Follow up
March	26	Classroom and Small Group Management Techniques
April	2	Follow up
April	9	Curriculum Emphasis on the Limited English
April	30	Speakers - Soc. St., Math., Sci., and Eng.
May	7	Follow up
May	14	Differentiated Staffing - Individualization
May	21	Follow up
May	28	Planning for Effective Learning
June	4	Follow up
June	18	Instructional Technology

Copies: J. Costaras, Principal; D. LaBarbera, A.P.; A. Gonzalez, Coord Trilingual Program Teachers and Paraprofessionals

At Flushing HS

Chapter Works to Pull All Segments Together

The vast increase over the past few years in special education programs has led to an influx of new teachers whose working lives are often governed by different schedules, different supervisory setups and many different rules and regulations from those faced by the rest of the staff. As a result, special education teachers and paras in many schools have sometimes become virtually a separate entity within the school.

"We are very concerned that the newest licensed areas were not at first as closely linked to the overall chapters," said UFT Vice President for Academic High Schools George Altomare. "Special education and 'regular' education teachers must all be seen as teachers, part of one chapter, so we can help one another, which is what the union is all about."

One chapter which has been making active attempts to bridge this gap is Flushing HS.

Chapter Leader Howard Zeidman is a special education teacher who serves as the mainstreaming consultant teacher within the school and is chairperson of the newly formed UFT High School Committee's Subcommittee on Special Education, which, according to Altomare, will articulate with the overall committee and urge special educators to take part in their chapters' governance.

Zeidman's role as well as the presence at Flushing HS of one of the teacher center sites of the UFT Mainstreaming Training Project for Teachers are major factors in bringing various elements of the staff closer together.

"When Howard was campaigning," said Assistant Chapter Leader Gladys Field, who is an English teacher and a dean," most of the staff didn't even know who he was at first, precisely because he was in special ed. Many peo-

Flushing HS Chapter Leader Howard Zeidman (left) conducts a recent meeting of the chapter's Executive Committee. Zeidman is a special education teacher and his election, according to Assistant Chapter Leader Gladys Field, proved to the chapter that special ed teachers are very much a part of the whole chapter and that they "could represent all of us." Attending this meeting were committee members Field, Al Lutzky, Sharon Schnitzer, Ann Calucchio, Neil Ortsman, Judy Sherry, Angelo DeMeo, Alma Dorin, Sophie Minkoff and Herb Katchen.

with teachers — again only at their request — on ways to deal with problems they are facing in the classroom or on specific strategies they wish to learn about or adapt to their own teaching style, teaches demonstration lessons and seeks out and supplies resource materials for teachers.

The site has offered, for inservice credit, workshops on "Disciplining the Disruptive Child in the Mainstream" taught by Matthew Geoghegan of Springfield Gardens HS; "Writing Strategies for the Reluctant Learner," taught by Marsha Gordon of Flushing HS, and, for university graduate credit, "Excep-

work with gave many teachers the notion that they work in a different way.

"Another reason they were viewed differently is that, being a new group, many are younger. They were 'the ones in the jeans' to the rest of us.

"I ran a workshop at the center on preparing for the reading competency tests, and I took one workshop Tony put together on what the School Based Support Teams do, since as a reading teacher I have to refer students for tests," continued Garten. "In both groups there was a range of teachers from different departments and their varying perspectives contributed a

years, they walked in and concentrated on the subject matter. Now they're working with students who may have just arrived from a rural area in a foreign country where they were in a one-room schoolhouse or students from turbulent backgrounds. The teachers have to start from square one many times rather than assume a knowledge of the basics of their subject. Many find this unsettling.

"Some of the approaches used by special educators — who learn never to take anything for granted — can be very useful to all teachers," he said.

"Special education teachers are geared to the individual needs of students," said teacher Isabel Garcia Spiegel, whose field is special ed.

English teacher Jeanette Buxbaum agreed. "I'm used to teaching the subject matter rather than the student. Meeting the special education teachers at the teacher center I realized they teach in a way I'd associated with elementary school — very person-to-person. Talking to them also calmed my feelings about some of the special education students."

Alexander commented, "I found the special education perspective as Tony presented it to be a civilizing exercise in some ways. I realized you can teach a certain amount of self-knowledge while teaching sentence construction."

Zeidman, who advises regular educators working with mainstreamed students, said, "I very well understand the point regular teachers make, namely that they work with large classes which makes real individualization quite difficult to achieve. My response is that a student should only be in a given class if that student is really ready for it and therefore the teacher shouldn't have to turn cartwheels to adjust things very much for that student. Proper place-

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Appendix B

know who he was at first, precisely because he was in special ed. Many people thought that was another breed — how could he represent us?

"I think he's proven that he could very well represent all of the departments and this is one of the things that has begun to bring us together."

"We have tremendous diversity in this school to begin with," said Zeidman. "A large percentage of the student body consists of immigrants from Latin America, the Orient and from Europe, in addition to the special education students and the usual mix of New York City ethnic groups among those who were born here.

"To meet those needs, we have a similar diversity in staff — the usual academic subject teachers plus reading teachers, an excellent Trilingual Program (English-Spanish-Korean), the SPARK program (anti-drug abuse) and a range of special education teachers.

"The vast majority of the issues I deal with concern the 'regular' teachers. But as far as I'm concerned we're all one chapter and the problems people face are not all that different."

One victory won by the chapter this year underlined this fact. A grievance protested the fact that no vacancy notice had been posted for a special education position in the school — "a clear violation of the contract," according to Zeidman. Special education positions throughout the city were seldom if ever posted. The chapter won the grievance at Step III.

"The Division of Special Education claimed these positions were special situations which were inherently different from 'regular' positions. We view some of the special rules and setups applied to special ed as a management ploy to separate us," said Zeidman.

Many Flushing chapter members have high praise for the teacher center site as a force in bringing teachers together.

The site is a small lounge-like room full of materials. Teacher-specialist Tony Gallo arranges workshops based on needs the teachers express, works for university graduate credit, "Exceptional Children and Youth in the Regular Classroom," and "Project TEACH," both taught by Gallo.

During the day, teachers often drop by for a cup of coffee and to informally chat with their colleagues.

"We share things in a totally relaxed way here and we do talk about matters pertaining to the students and materials we use," said Ellen Alexander. "Things are less factionalized here and Tony is always ready to help us develop new ideas."

"We get to know each other here," said Gloria Garten. "I think a lot of regular education teachers were surprised to see special ed teachers working on lesson plans. The small class sizes they varying perspectives contributed a great deal."

Gloria Rahr noted, "The students' problems are not in a vacuum. Seeing how other teachers working with other subjects or situations handle things leads to sharing ideas, incorporating new ideas in your own work."

Gladys Field agreed that the center's informality helps. "The odd moments chatting with co-workers often lead to the most growth."

According to Gallo, some of the frustrations felt by many regular teachers spring from changing situations they face and the fact that many are being asked in essence to do a new job.

"Most regular education teachers are content-oriented," said Gallo. "For

Teacher-specialist Tony Gallo (second from left) of the UFT Mainstreaming Training Project for Teachers' site at Flushing HS frequently provides regular and special education teachers with resource materials and an opportunity to exchange and explore new teaching strategies and ideas. Here, Gallo discusses a book the center has just received with (from left to right) social studies and ESL teacher Gloria Rahr; biology teacher Irwin Seltelman and reading teacher Gloria Garten.

ment to begin with and proper backup throughout is the key."

Resource room teacher Serene Jenis believes that resource room teachers can potentially be excellent liaisons between regular and special ed teachers in a chapter.

"We work with those regular teachers who have a mainstreamed student in their class and we see the problems they face attempting to individualize while working with a class as a whole and we are equally aware of the difficult problems special educators face."

"It's really just a question of different kinds of management problems," said Zeidman.

The school's Trilingual Program, directed by Joyce Thompson, works with students who know little English. Julius Wolf is the program's resource teacher and there are four paras — Gladys Tano, Adalgisa McKinney and Rosemarie Pachay, all Spanish-speaking, and Sook Hee Son from Korea.

McKinney, who hails from the Dominican Republic, observed that American high school life is a big shock for many newly arrived students. Many are accustomed to school being "a very strict and formal place," she says.

The program conducts after-school training sessions for Flushing teachers who teach bilingual or "ESL" (English as a Second Language) classes.

The school's principal, James Costaras, was a foreign language teacher at Flushing for many years and, according to Serene Jenis, "it gives many staff members a good feeling to know that one of us rose through the ranks."

"In the end," said Zeidman, "what really holds the chapter together are the 15 departmental reps who make a point of attending our weekly chapter meetings. All of them go back to their departments and fill the other members in on what's happening.

"They are the people who pull all the different groups in the school together into one chapter. It all boils down to making a point of talking to one another about our concerns."

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DO NOT WRITE YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE

FLUSHING HIGH SCHOOL
James Costaras, Principal

Title VII Trilingual Program

Percentages listed

The purpose of this questionnaire is to learn more about the purposes, programs, and teaching in your school. Such information will enable your school to understand and improve itself. The questionnaire is not a test. It cannot and will not be used to evaluate individuals. Please do not sign your name or identify yourself in any way.

Your willingness to complete the questionnaire is appreciated. Please try to answer all the questions. However, do not answer any questions that you feel are inappropriate or too personal. Thank you for your cooperation.

---

1. What is your sex? Male Female

2. How do you describe yourself?

___ Oriental/Asian (other than Korean)
___ Korean
___ Hispanic
___ Other

3. Indicate your age at your last birthday.

___ Under 15
___ 15
___ 16
___ 17
___ Over 18

4. What is your present grade?

___ 9th
___ 10th
___ 11th
___ 12th

5. What do you think is the highest level of education completed by each of your parents or guardians? Mark "Doesn't apply" if your parent is not living and you have no guardian.

A. Father or male guardian
B. Mother or female guardian

A	B	
___	___	Did not complete high school
___	___	Finished high school or equivalent
___	___	Business or trade school
___	___	Some college
___	___	Finished college
___	___	Went to graduate school (for example, law or medical school) but did not finish
___	___	Has a graduate degree such as Masters or Doctors degree (M. S., Ph. D., M.D., D.D.S.)
___	___	Doesn't apply

6. What is the highest level of education you plan to complete?

___ Less than high school graduation
___ Graduate from high school but not to go beyond that
___ Graduate from hgih school and than go to a voacational, technical or business school
___ Go to a junior college
___ Go to a 4-year college or university
___ Go to a graduate or professional school after college

7. During the year after you leave high school, which of the following do you think will take up most of your time? (Mark only one thing--the one that will take the most time.)

___ Working
___ Entering an on-the-job training program or apprenticeship
___ Going into regular military service
___ Being a full-time homemaker
___ Going tc a vocational or technical school
___ Going to a business school
___ Going to a junior or community college
___ Going to a 4-year college or university
___ Other
___ Don't know

8. What have been your grades while attending this school

___ Mostly 90's
___ Mostly 90's + 80's
___ Mostly 80's
___ Mostly 80's + 70's
___ Mostly 70's
___ Mostly 70's + 65's
___ Mostly less than 65.

---

9. Indicate how much your school tries to help sutdents to learn about each of the following:

A. Tries very much
B. Tries somewhat
C. Does not try

A	B	C	
___	___	___	English
___	___	___	Mathematics
___	___	___	Sciences
___	___	___	Social Studies and History
___	___	___	foreign languages
___	___	___	computers
___	___	___	business subjects (like typing and bookkeeping)
___	___	___	vocational subjects (like auto mechanics, home economics)
___	___	___	politics

A. Tries very much
B. Tries somewhat
C. Does not try

—	—	—	art and music
—	—	—	sex education
—	—	—	being a good citizen
—	—	—	marriage and family life
—	—	—	understanding people with different backgrounds
—	—	—	changes taking place in the world
—	—	—	understanding and practicing democratic ideas
—	—	—	examining and using information
—	—	—	managing money
—	—	—	using free time
—	—	—	health and safety
—	—	—	feeling proud of good work
—	—	—	becoming less dependent on parents
—	—	—	developing confidence in themselves
—	—	—	getting along with people
—	—	—	solving problems and thinking clearly
—	—	—	thinking for themselves
—	—	—	accepting and handling responsibilities
—	—	—	finishing projects once they're started
—	—	—	helping other people
—	—	—	being more creative
—	—	—	getting along with people of the opposite sex
—	—	—	enjoying learning new things
—	—	—	the difference between right and wrong
—	—	—	getting along with parents
—	—	—	preparing for jobs and careers
—	—	—	being leaders
—	—	—	preparing for further education

10. Indicate how much your school should try to help students to learn about each of the following:

A. Should try very much
B. Try somewhat
C. Should not try

—	—	—	English
—	—	—	Mathematics
—	—	—	Sciences
—	—	—	Social Studies and History
—	—	—	foreign languages
—	—	—	computers
—	—	—	business subjects (like typing and bookeeping)
—	—	—	vocational subjects (like auto mechanics, home economics)
—	—	—	politics
—	—	—	art and music
—	—	—	sex education
—	—	—	being a good citizen
—	—	—	marriage and family life
—	—	—	understanding people with different backgrounds

A. Should try very much
B. Try somewhat
C. Should not try

___	___	___	changes taking place in the world
___	___	___	understanding and practicing democratic ideas
___	___	___	examining and using information
___	___	___	managing money
___	___	___	using free time
___	___	___	health and safety
___	___	___	feeling proud of good work
___	___	___	becoming less dependent on parents
___	___	___	developing confidence in themselves
___	___	___	getting along with people
___	___	___	solving problems and thinking clearly
___	___	___	thinking for themselves
___	___	___	accepting and handling responsibility
___	___	___	finishing projects once they're started
___	___	___	helping other people
___	___	___	being more creative
___	___	___	getting along with the opposite sex
___	___	___	enjoying learning new things
___	___	___	the difference between right and wrong
___	___	___	getting along with parents
___	___	___	preparing for jobs and careers
___	___	___	being leaders
___	___	___	preparing for further education

M. How many of the teachers you know at your school do the following?

A. All
B. Most
C. Some
D. None

___	___	___	___	Encourage classroom discussions
___	___	___	___	Organize their courses
___	___	___	___	Try to relate the course of today's lifestyle
___	___	___	___	Give students some say in planning class topics and activities
___	___	___	___	Care whether students learn
___	___	___	___	Help students who have problems with classwork
___	___	___	___	Place a lot of importance on memorizing facts
___	___	___	___	Give students a broad understanding of the subject
___	___	___	___	Encourage students to make the most of their abilities
___	___	___	___	Encourage students to work on their own
___	___	___	___	Understand students problems
___	___	___	___	Keep control over the class
___	___	___	___	Stimulate students to think
___	___	___	___	Make their courses interesting
___	___	___	___	Waste class time

A. All
B. Most
C. Some
D. None

___	___	___	___	Encourage creativity
___	___	___	___	Understand students' problems
___	___	___	___	Keep control over the class
___	___	___	___	Stimulate students to think
___	___	___	___	Make their courses interesing
___	___	___	___	Waste class time
___	___	___	___	Encourage creativity
___	___	___	___	Make it clear what they expect in assignments and tests
___	___	___	___	Criticize or put down students

12. Please indicate how strongly you agree or disagree with each statement below.

A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree

___	___	___	___	This school offers a variety of courses
___	___	___	___	Most courses cover useful material
___	___	___	___	Students have enough freedom to choose the courses they want
___	___	___	___	Students have enough time for nonrequired courses
___	___	___	___	The school has a good extracurricular program
___	___	___	___	There is enough variety in the athletic and physical education programs
___	___	___	___	The physical education program meets the needs of students who are not especially gifted athletically
___	___	___	___	Sports are too strongly emphasized at this school

13. Since coming to this school, how do you feel about change in these areas?

A. Change has been for the better
B. There has been no change
C. Change has been for the worse

___	___	___	After-school
___	___	___	The daily schedule
___	___	___	Rules and regulations
___	___	___	Administrator-student relations
___	___	___	Athletics or physicla education
___	___	___	Teaching methods
___	___	___	Student government
___	___	___	Counseling
___	___	___	Drug education
___	___	___	Sex education
___	___	___	Relation between races
___	___	___	Teacher-students relations

14. In these same areas, do you think more changes should be made?

Yes	No	
___	___	Courses offered
___	___	The daily schedule
___	___	Rules and regulations
___	___	After-school activities
___	___	Athletics or physical education
___	___	Teaching methods
___	___	Student government
___	___	Counseling
___	___	Drug education
___	___	Sex education
___	___	Relations between races
___	___	Teacher-student relations
___	___	Administrator-student relations

15. Please indicate how important the following are for getting good grades in most classes.

A. Very important
B. Somewhat important
C. Not important
D. Don't Know

___	___	___	___	Hard work
___	___	___	___	Good behavior in class
___	___	___	___	Intelligence
___	___	___	___	Participating in discussions
___	___	___	___	Creativity, originality
___	___	___	___	Agreeing with the teacher
___	___	___	___	Neatness in assignments
___	___	___	___	Knowing how to take tests
___	___	___	___	Doing work on time
___	___	___	___	Chance
___	___	___	___	Actual knowledge of subject matter
___	___	___	___	Being friendly with the teacher
___	___	___	___	Doing homework well

16. While at this school, have you participated in any of the following activities, either in your course work or as an extracurricular activity?

Yes	No	
___	___	Painting or graphics
___	___	Sculpture
___	___	Photography or filmmaking
___	___	Craft (ceramics, woodworking, etc.)
___	___	Music (choir, orchestra, band, etc.)
___	___	Theatre, school plays

Yes	No	
___	___	Creative writing, school publications
___	___	Sports
___	___	Science clubs (Biology, Physics, radio, etc.)
___	___	Computer club
___	___	Math club
___	___	Language club
___	___	Ecology club
___	___	Cheerleading or pep club
___	___	Debating clubs
___	___	Class trips
___	___	Political activities
___	___	School community service projects
___	___	Student government
___	___	Social clubs
___	___	Independent study groups or programs

17. Does you school offer enough opportunities for students to participate in these areas?

A. Yes	B. No	C. Don't know	
___	___	___	Painting or graphics
___	___	___	Sculpture
___	___	___	Photography or filmaking
___	___	___	Craft (ceramics, woodworking, etc.)
___	___	___	Music (choir, orchestra, band, etc.)
___	___	___	Theatre, school plays
___	___	___	Creative writing, school publications
___	___	___	Sports
___	___	___	Science clubs (Biology, Physics, radio, etc.)
___	___	___	Computer club
___	___	___	Math club
___	___	___	Language club
___	___	___	Ecology club
___	___	___	Cheerleading or pep club
___	___	___	Debating clubs
___	___	___	Class trips
___	___	___	Political activities
___	___	___	School community service projects
___	___	___	Faculty-student committees
___	___	___	Social clubs
___	___	___	Independent study groups or programs
___	___	___	Student government

18. Indicate whether or not you would like to do these things or take part in these activities.

Yes	No	Don't know	
—	—	—	Go to college
—	—	—	Go to a vocational, technical, or business school
—	—	—	Get high grades
—	—	—	Stay in school and garduate
—	—	—	Be popular with other kids
—	—	—	Be active in art or music
—	—	—	Develop my own interests and abilities
—	—	—	Learn to think for myself
—	—	—	Obey the rules of the school and the community

19. Listed below are problems students sometimes have in high school. How much of a problem have these been for you ?

A. No problem
B. Small problem
C. Big problem

—	—	—	Deciding what to do after high school
—	—	—	Choosing courses
—	—	—	Pressure to get good grades
—	—	—	Classwork being too hard
—	—	—	Finding friends
—	—	—	Getting along with students of different races
—	—	—	Staying out of trouble
—	—	—	Improving reading skills
—	—	—	Improving math skills
—	—	—	Improving study habits
—	—	—	Deciding right from wrong
—	—	—	School rules
—	—	—	Getting along with the opposite sex
—	—	—	Lack of privacy
—	—	—	Physical education or gym class
—	—	—	Other students making me feel bad
—	—	—	Being pressure by other students to do something wrong
—	—	—	Poor grades due to problems with the English Language
—	—	—	Being beaten by other students
—	—	—	Alcohol
—	—	—	Drugs
—	—	—	Getting into college

20. If you could not solve a problem yourself, who would be the one person in each area you wold turn to first for help ?

A. Teacher
B. School counselor
C. Parent
D. Someone my own age
E. Some other person
F. I don't know

20.

A. Teacher
B. School counselor
C. Parent
D. Someone my own age
E. Some other person
F. I don't know

___	___	___	___	___	___	Trouble adjusting to school
___	___	___	___	___	___	Concerns about college admision
___	___	___	___	___	___	Trouble with classwork
___	___	___	___	___	___	Relations with the opposite sex
___	___	___	___	___	___	Personal problems
___	___	___	___	___	___	Choosing an occupation
___	___	___	___	___	___	Problems with reading or study skills
___	___	___	___	___	___	Finding a part-time job while in school
___	___	___	___	___	___	Being threatened by other students
___	___	___	___	___	___	Finding a job after graduation
___	___	___	___	___	___	Ethical or moral problems
___	___	___	___	___	___	Drugs
___	___	___	___	___	___	Alcohol
___	___	___	___	___	___	Trouble with a teacher
___	___	___	___	___	___	Racial problems
___	___	___	___	___	___	Worrying about taking tests